

TITLE

To what extent, if at all, is the Pupil Premium Grant enabling Catholic schools to meet their commitment to uphold the preferential option to the poor? A study of the impact of the Pupil Premium Grant on progress and achievement in an 11-19 Catholic Academy

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DATE DEPOSITED

20 June 2016

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**To what extent, if at all, is the Pupil Premium
Grant enabling Catholic schools to meet their
commitment to uphold the preferential option to
the poor?**

**A study of the impact of the Pupil Premium Grant
on progress and achievement in an 11-19
Catholic Academy**

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Reg Num - 115190

Dissertation in partial fulfilment of:

M.A. in Catholic School Leadership: Principles and Practice

St Mary's University

2015

Abstract

The aim of this dissertation has been to investigate the extent to which the Pupil Premium grant has had a positive effect on the progress and achievement of disadvantaged children in an 11-19 Catholic Academy and if this helps Catholic schools to uphold a preferential option for the poor.

Varied sources of literature have been reviewed relating to the Church's mission to the poor and how Catholic education serves the poorest in our society. These were referred to throughout the study.

The study focused on a new measure of progress, Progress 8, and used this in conjunction with other measures of progress to analyse academic success of disadvantaged pupils. In the case study school, the difference in the progress made by disadvantaged pupils compared to their counterparts was shown to be not significant.

To widen the research a thematic analysis of the value for money statements produced by the case study school were carried out. Key themes of a focus on Teaching and Learning were identified in conjunction with an emphasis on Care, Guidance and Support for those disadvantaged pupils. Conclusions were drawn about the impact of the additional funding.

In conclusion, recommendations to raise the achievement of disadvantaged pupils were suggested along with identifying good practice and the implications for leadership in Catholic schools.

Acknowledgements

I would like to sincerely thank David Fincham for his continuing support and guidance throughout this Masters course. His advice has been invaluable.

I would also like to thank the Headteacher and staff at my current and my previous school. Without their encouragement and support I would not have been able to complete this study or the course.

Finally I would like to thank my wife and son for their love, prayers and encouragement over the last few years as I have worked to complete this course. The amount they have both sacrificed is much appreciated.

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Chapter 1 Introduction

1.1 Aims

The aim of this dissertation is to investigate the extent to which the Pupil Premium grant has had a positive effect on the progress and achievement of disadvantaged children in an 11-19 Catholic Academy.

1.2 Rationale

The Pupil Premium, introduced in April 2011, is additional money that is allocated to schools for the purpose of raising attainment of their most disadvantaged students. All schools have the freedom to spend the pupil premium, which is additional to the underlying school's budget, in a way that the school thinks will best support this group of vulnerable students.

The aim of the Pupil Premium is to support students who are statistically most likely to underachieve, the focus is particularly on students who:

- are known to have been eligible for free school meals at any time in the previous six years
- have been looked after by the Local Authority continuously for at least six months

- have parents in the armed services

Schools are able to claim £1300 for primary age children and £935 for secondary age children.

Pope Francis (2013) writing in *Evangelii Gaudium* recently passed comment on a society that values wealth creation above caring for the poor and vulnerable;

...condemnation of a social order that, by its overwhelming absorption in the pursuit in wealth, has created the most appalling inequality...'

(*Evangelii Gaudium*; 2013)

Pope Paul VI in the Declaration on Christian Education, *Gravissimum Educationis* (1965) stated:

...first and foremost the Church offers its educational service to the poor....or those who are deprived of the assistance and affection of a family or those who are strangers to the gift of faith

(Pope Paul VI; 1965: n9)

Since the time of Jesus the Church has always placed the poor, the disadvantaged and the vulnerable at the heart of the apostolic mission of the Church and by extension Catholic schools. My first assignment in this Master's degree course was written on Catholic schools' service to the poor and was written at a time when the Pupil Premium Grant was just being introduced. Four years on from its introduction, I want to evaluate the impact this additional funding has had on schools, pupils and their families.

1.3 School Context

St Matthew's High School¹ is an 11-19 Catholic Academy Trust for boys from 11 to 16 with a mixed sixth form. The school serves the Catholic families of 10 feeder parishes within the local deanery under the trusteeship of the Diocese of Plymouth².

The school draws its students widely from across the county. There are 1024 pupils on roll; 749 pupils in years 7-11 and 275 in the sixth form; 64% are Catholic. The county operates a system of selective grammar schools and non-selective secondary schools; up to 30 pupil places at the school are available on the grounds of academic ability. The proportion of students known to be eligible for free school meals is low, and the proportion with Special Educational Needs and/or disabilities, chiefly with specific or moderate learning difficulties, is below average. The proportion of students from minority ethnic backgrounds is above average and has increased steadily in recent years, with a particular increase in the number of students of Black African heritage.

The school received 'Good' in its recent Ofsted Inspection (February 2015) & 'Good' in the most recent Section 48 inspections (October 2013). The reports commented that:

St. Matthew's is a good Catholic school. The school is working steadily and successfully to keep the Catholic ethos at the centre of the lives of its community of staff, parents and students.

(Diocesan Section 48 Inspection, 2013)

¹ Name changed for ethical reasons

² Name changed for ethical reasons

In the summer of 2014, 73% of Year 11 pupils achieved 5 or more A* - C, 58% of pupils achieved 5 or more A* - C including English and Mathematics. 66% of pupils made expected progress in English compared to a National figure of 70%. 83% of pupils made expected progress in Mathematics compared to a National figure of 65%. In the sixth form, 99% of A2 exams were passed by Year 13 in 2014 with an average grade of C across all entries. However the added value in the sixth form was lower than the national figure.

1.4 Methodology

In order to fulfil this study I shall undertake a thorough literature review of the Catholic Church's tradition of the preferential option of the poor. I will include literature produced by the Vatican as well as other notable scholars in this area. I will also undertake a review of other research carried out in this area of study.

My main area of study will centre on examination and assessment data produced by the case study school. For this purpose I will use the Reporting and Analysis for Improvement through School Self-Evaluation Online report (RAISEonline report) as well as examination data from the schools online analysis database, Service for Improved School Results Analysis (SISRA). I will examine a wide range of data but will focus on the newest measure by schools will be judged, Progress 8. This data will be statistically analysed to compare the performance of Pupil Premium Grant (PPG) pupils with non-PPG pupils for the examination cohort 2013-14. This will determine if there is a significant difference in the performance of pupils in receipt

of the pupil premium and those who are not.

I will then use some case study evidence collected on some PPG pupils to show the impact the additional funding has had on these pupils. I will pick out the key themes and ideas conveyed in these case studies.

I will then draw my conclusions to find out if the pupil premium grant is addressing Catholic schools tradition of a preferential option for the poor.

1.5 Summary

In this chapter I have outlined my rationale for choosing this area of study for my dissertation and have outlined what the pupil premium is and how schools might make use of this additional source of funding to enhance the educational chances of the young people they serve. I have also described the context of the school at the centre of my study and briefly explained the methodology I will employ to collect my data and how this shall be analysed, concluded and evaluated.

In the next chapter, I will conduct a thorough review of relevant literature on the theme of poverty, the Church's mission to the poor and the ways that schools are judged. I shall start by exploring the principles of what it means to be eligible for the pupil premium grant before exploring Biblical references about the poor. I will then review the history of Catholic schooling and begin to uncover the reasons why Catholic schools were first established in the UK. I will then explore what is meant by the 'new poor' in contemporary society before examining the success of Catholic

schools in addressing the apostolic mission of Catholic education and ask if they fully addresses the preferential option for the poor. I will conclude the next chapter by considering the implications for Catholic school leaders.

Chapter 2 Literature Review

2.1 Introduction

In this chapter I will conduct a thorough review of relevant literature on the theme of poverty, the Church's mission to the poor and the ways that schools are judged. I shall start by exploring the principles of what it means to be eligible for the pupil premium grant before exploring Biblical references about the poor. I will then review the history of Catholic schooling and begin to uncover the reasons why Catholic schools were first established in the UK. I will then explore what is meant by the 'new poor' in contemporary society before examining the success of Catholic schools in addressing the apostolic mission of Catholic education and ask if they fully addresses the preferential option for the poor. I will conclude this chapter by considering the implications for Catholic school leaders.

2.2 Principles

The Pupil Premium, introduced in April 2011, is additional money that is allocated to schools. All schools have the freedom to spend the pupil premium, which is additional to the underlying schools' budget, in a way they think will best support the raising of attainment for their most disadvantaged students. According to Department for Education (DfE) data from last year, pupils entitled to the Pupil Premium Grant underachieve in all the headline measures at secondary level.

Table 2.1: School achievement measures for June 2014

Measure	All Pupils Nationally	Disadvantaged Pupils
5+ A*-C inc Eng & Mat	55%	36%
5+ A*-C	64%	44%
Capped Points	306.9	257.7
Value Added	1000	977.5
Expected Progress in English	70%	58%
Expected Progress in Maths	65%	48%

(Case Study school RAISEonline report; Nov 2014)

The annual RAISEonline report is issued to schools in which comparisons are made between national data and the school's examination data. Ofsted use the data in this report to make their judgement about progress and attainment of all pupils in the school and for those in receipt of the pupil premium grant. Where there is gap to these national average values it is expected that schools are 'closing the gap' rapidly to be judged as Good. This judgement is a limiting judgement, in that if Pupil Attainment is not judged as 'Good', the Overall effectiveness of the school cannot be judged as 'Good'.

This has therefore promoted interest in the progress and attainment of disadvantaged pupils and it is expected that schools track this group carefully to ensure they make at least expected progress during their time in the school.

Schools that fail to do this face an unfavourable grading from Ofsted and the possibility of being placed into Special Measures. The implications of this could be a change in leadership of the school, from the Governors to the Headteacher, Deputy Headteacher and other senior leaders in the school. From 2016, the DfE will use a new measure of Attainment 8 and Progress 8 to measure the success of schools. These two measures take a basket of 8 subjects and measure the progress made by pupils from the end of KS2. This new measure will replace the old headline % 5+ A*-C including English and Maths.

The Department for Children, Schools and Families (DCSF) research division explained why deprivation leads to lower educational attainment and identified features such as:

- income and material deprivation
- health
- family stress
- parental education
- parental involvement in their children's education
- cultural and social capital, and experience of schooling
- low aspirations
- exposure to multiple risk factors
- literacy

(DCSF; 2009 in NCSL; 2011:11)

The research was conducted before pupil premium was brought in and so the research explored the link between free school meals and educational success. In the school environment, these factors are likely to result in FSM-eligible pupils who experience material disadvantage sharing a range of characteristics:

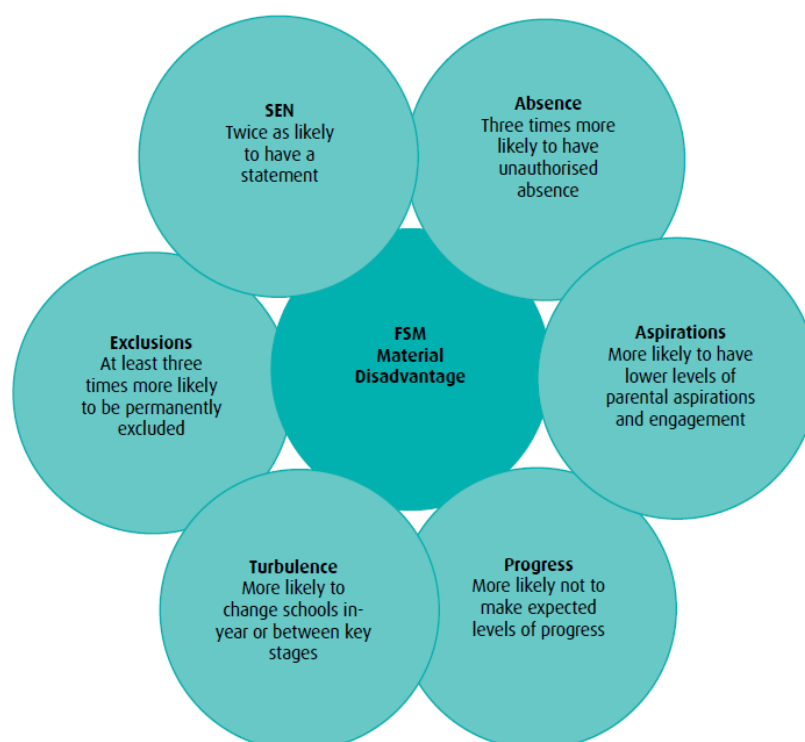
- They would be seven times more likely to be permanently excluded from primary school than their non-FSM peers, and **three to four times more likely to be permanently excluded** from secondary school (DCSF; 2009).
- They would be **three times more likely to have unauthorised absence** and to be persistently absent than their non-FSM peers (DCSF; 2009).
- They would be **more likely to make lower levels of educational progress**.

The DCSF research division further noted that:

‘... low attaining FSM pupils typically find it slightly harder to catch up if they fall behind; and... high attaining FSM pupils typically find it much harder to excel.’

(DCSF; 2009:39 in NCSL; 2011:11)

Figure 2.1: Common Characteristics of pupils eligible for FSM

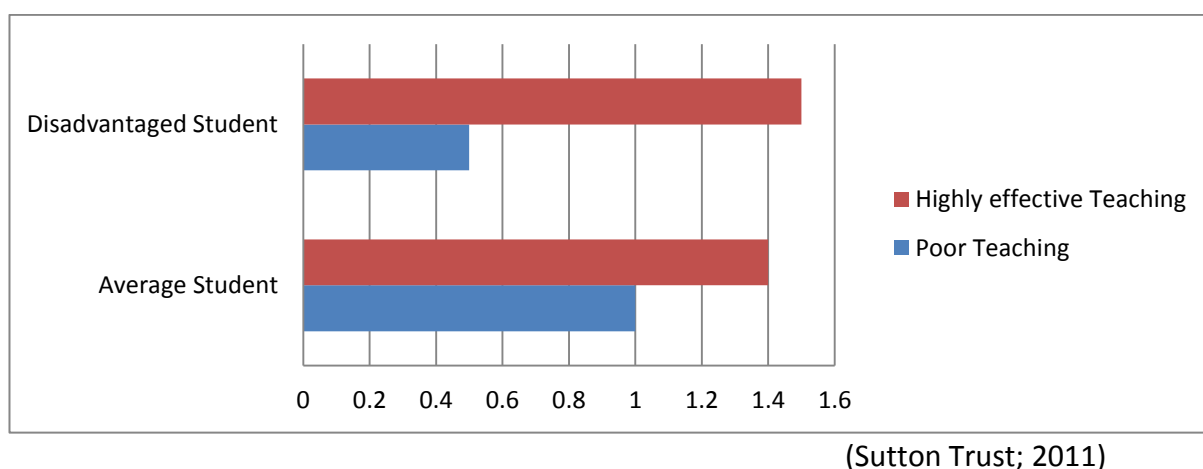


(NCSL; 2011:12)

Pupils eligible for free schools meals share many overlapping characteristics and have one thing in common - material disadvantage.

Research from the Sutton Trust (2011) indicates the importance of high quality teaching and learning. As the DCFS research attests, if a gap does exist between PPG and non PPG pupils then it is only likely to get larger. However if first learning is highly effective it can reverse the fortune of vulnerable and marginalised students. Poor quality teaching has an impact upon disadvantaged pupils more than average pupils.

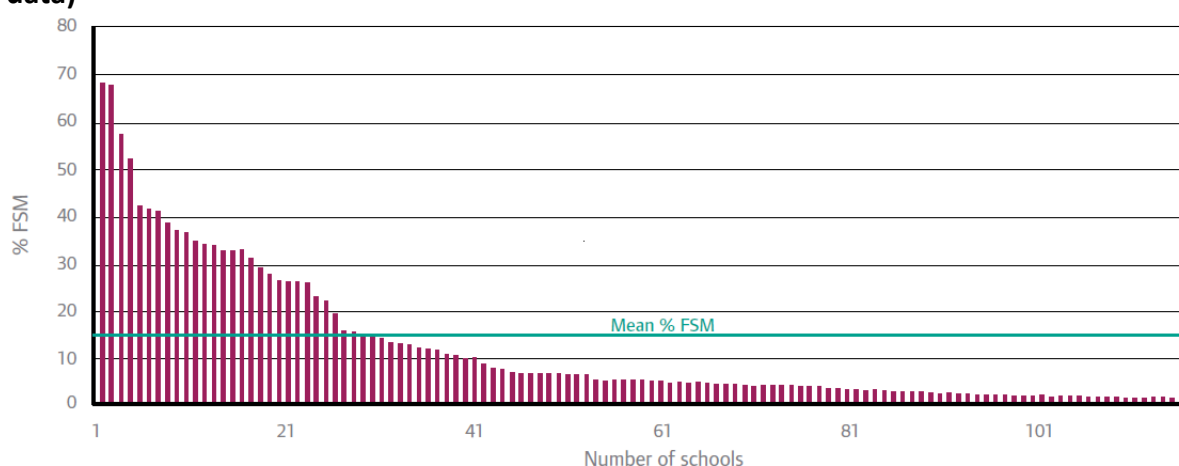
Figure 2.2: The impact of High Quality Learning in years of progress



In the 2009 report, *Twelve outstanding secondary schools: Excelling against the odds*, Dr Peter Matthews highlighted the scale of the problem facing schools. Those with higher than average % of pupils eligible for FSM are less likely to have an outstanding inspection grading. Of the 110 or more schools judged on two or more

occasions as outstanding, fewer than 1 in 4 had free school meals above the national average at the time of 14.4% (2006/07 data)

Figure 2.3: Distribution of schools having two or more outstanding or equivalent inspection reports according to the free school meals (FSM) indicator (2006/07 data)



(Matthews, P; 2009: 7)

The report concludes that the reasons for success in these schools included an attention to the quality of teaching and learning; the assessment and tracking of students' progress; target-setting, support and intervention; attracting teachers and growing leaders. It is noted that these strategies do not fix issues on their own; rather it is the combination of approaches which leads to these positive outcomes. It is notable that Catholic schools were not included in this report as Ofsted concluded that while there were examples of outstanding Catholic Schools that could have been included but, as they were not accessible to all families, they were not included in the report.

2.3 The Poor in the Biblical context

In all, the Bible contains over 300 verses on the poor, social justice and God's deep care and concern for them. In Catholic Social Teaching this is called the 'preferential option for the poor' and has its roots in the Old Testament;

All my bones will exclaim, 'Yahweh, who can compare with you in rescuing
the poor man from the stronger, the needy from the man who exploits him?
(Psalms; 35:10)

The Psalmist points out that the poor are special in God's eyes and that social justice is at the heart of why the poor are kept in poverty.

The Bible makes many references to the poor and how Jesus ministered to them. If Christ is to be our role model in education and in life, then we should align ourselves with the poor and marginalised. In the Old Testament those in poverty were often seen as sinners; the poor must have sinned and God is punishing them. Jesus comes and turns this on its head in the Beatitudes;

Blessed are the poor; for theirs is the Kingdom of Heaven.
(Luke; 6:20)

There is no margin for misunderstanding there, it is very clear that Jesus has opened the gates of heaven to the poor and given them first place in the queue. Matthew's Gospel (Matt 5:3) has slightly different wording; 'poor in spirit' and so we should

explore who are 'the poor' both gospel writers are talking about. Jesus aligned himself with the poor and marginalised in society.

Luke wrote his gospel account in Greek and in the text the word 'Ptochos' is used for the word 'poor'. This word's literal translation means 'destitute', 'to beg for one's bread'. The image of a beggar is the lowest in society and yet it is this group in the community that are being given preferential treatment and a place in God's kingdom. However Matthew's interpretation might lead us to consider 'poor in spirit' as those members of society, who, despite material wealth, might lack a personal relationship with God through Christ Jesus. It is this latter category I will expand upon later in this dissertation.

Prior to this event in the life of Christ the gospel tells the story of Jesus starting his ministry in Nazareth where he is rejected. He is quoting from the prophet Isaiah when he states;

The spirit of the Lord is on me, because he has anointed me to preach the good news to the poor. He has sent me to proclaim freedom for the prisoners and recovery of sight for the blind, to release the oppressed, to proclaim the year of the Lord's favour.

(Luke; 4:18-19)

In the Parable of the Great Banquet, Jesus, sitting in the house of a Pharisee on the Sabbath, has been watching all the guests taking the places of honour. He then tells the story of a man who was giving a big dinner but the guests kept making excuses not to come. The owner of the house was angry and was insistent that his house should be full so he sends out his servants;

Go out quickly into the streets and alleys of the town and bring in the poor,
the crippled, the blind and the lame

(Luke; 14:21)

What can we glean from these passages that we can apply to our present day situation? Jesus came to serve the poor, to offer them redemption and a way to heaven. The poor are there due to circumstance and it is our duty to support them as best we can.

This poses the question that, when key policy decisions are made, do the decision makers show compassion and solidarity for the poor and vulnerable in society and how it may affect them? In schools we also need to bear this in mind.

2.4 Historical Context

Throughout the Churches history there have been significant figures that have fulfilled the apostolic mission of education to the poor.

St Angela Merici was moved by the lack of educational chances for women in the 15th and 16th Century. Education was only available to the wealthy or to nuns, none of whom were allowed to teach. Angela developed a new way to reach out to these girls, teaching them with the help of friends from their own homes. The women would meet for prayer and classes where Angela reminded them; 'Reflect that in reality you have a greater need to serve [the poor] than they have of your service.' Eventually she wanted to formalise her group and, although never becoming a religious order in her lifetime, she founded Angela's company of St Ursula, or the

Ursuline's as they would be known. They became the first group of women to work outside of their cloister and the first teaching order of women. (Matz; 2000, Catholic Online)

St Joseph Calasanz lived in Rome during the 16th Century. He was very well educated in Canon Law and Theology but became increasingly concerned with the education of poor children. He was unable to get other institutions to take in the children so he started a free school with some companions for the deprived children of Rome. The demand was so high that larger facilities were soon needed. (Foley; 2015, Online)

Jean Baptise De La Salle organised schooling for underprivileged children in the slums of Reims, Paris and Rouen as well as many other towns and cities in France. De La Salle pioneered programs for training lay teachers, founding training colleges for teachers, reform schools for delinquents, technical schools, and secondary schools for modern languages, arts, and sciences. He is the patron saint of Christian teachers. At the present time there are De La Salle schools in 80 different countries around the globe. (La Salle.org; 2012, Online)

John Bosco lived in Italy at the time as the Industrial revolution was spreading into Northern Italy. He noticed that there was a great deal of poverty and desolation on the streets of the cities. He was shocked at the level of deprivation and said; "To see so many children, from 12 to 18 years of age, all healthy, strong, intelligent, lacking spiritual and material food, was something that horrified me." He knew that

education was the key to helping these young people as in later life it might help them get a fairer deal from a future employer. He started technical schools to train young people in skills such as book binding and mechanics; skills that would help them make a living for themselves. Even when the young people stole from him, he never gave up on them or lost confidence in them. As such John Bosco is the patron saint of young people. There are five secondary schools in the UK in which the Salesians of Don Bosco are actively involved. (Salesians; 2014, Online)

Within Catholic education the Church has always kept the poor and the disadvantaged at the centre of the apostolic mission of the Church. To set the context for the principle of service to the poor in Catholic education, it would be appropriate to refer to Bishop Beck, Chairman of the Catholic Education Service, speaking in 1950 on the role of the Church in the pre-war years:

The struggle was sustained by unswerving loyalty to the Church and a commitment **to provide an education for the poor**, and those on the margins of society.

(Hornsby-Smith, M.P.; 1999:242)

It is clear from this statement, which was made pre-Vatican II, that the Church has had a long tradition of serving the poor and needy and in providing an education to 'those on the margins'.

The Church's commitment to the poor was further emphasised in The Second Vatican Council (1962-1965);

...the Church, although it needs human resources to carry out its mission, is not set up to seek earthly glory, but to proclaim, even by its own example,

humility and self-sacrifice. Christ was sent by the Father “to bring the good news to the poor” ...

(Dogmatic Constitution on the Church, *Lumen Gentium*; 1964:8)

Pope Paul VI places this notion firmly within the context of Catholic education in the Declaration on Christian Education, *Gravissimum Educationis* (1965) which states:

...first and foremost the Church offers its educational service to the poor....or those who are deprived of the assistance and affection of a family or those who are strangers to the gift of faith

(Pope Paul VI; 1965:n9)

This wider definition of the poor resonates with St Matthew’s version of the beatitudes that poor not only means materially poor but also poor spiritually, emotionally and in terms of relationships. It also clearly states the school has a duty to evangelise.

Less than 10 years later the Vatican promulgated the encyclical; *The Catholic School* (1977). In this document the line from *Gravissimum Educationis* was again repeated but went on to say;

Since education is an important means of improving the social and economic condition of the individual and of peoples, if the Catholic schools were to turn its attention exclusivelyto those from wealthier social classes, it could....continue to favour a society which is unjust

(The Sacred Congregation for Catholic Education; 1977:n.58)

This statement emphasises that school leaders and governors should establish admission policies that welcome all pupils irrespective of background.

From the very first days of his Pontificate, Pope Francis (2013) has expressed clearly the Church’s commitment to the poor:

There can be no room for doubt or for explanations which weaken so clear a message. Today and always, “the poor are the privileged recipients of the Gospel”

He goes on to say:

We have to state, without mincing words, that there is an inseparable bond between our faith and the poor. May we never abandon them?
(Pope Francis, *Evangelii Gaudium*; 2013:48)

Pope Francis encourages Catholic school leaders to consider not only the needs to the actual poor but also the ‘new forms of poverty and vulnerability...even if it brings us no tangible...benefits.’

2.5 Who are the ‘new poor’ in contemporary society?

The Congregation for Catholic Education in 1997 issued a document entitled, ‘*The Catholic School on the Threshold of the Third Millennium*’. In it a phrase stands out among the familiar call to serve the poor;

...to these **new poor** the Catholic School turns in a spirit of love. Spurred on by the aim of offering to all, and especially the poor and the marginalised, the opportunity of an education ... which is a manifestation of Christ’s love for the poor

(The Congregation for Catholic Education; 1997:n16)

So who are these ‘new poor’? In ‘*The Religious Dimension of Education in a Catholic School*’ (1988) we might be offered a few clues;

Many young people find themselves in a condition of radical instability Others live in an environment devoid of truly human relationships; as a result, they suffer from loneliness and a lack of affection Young people today are notably more depressed than in the past; this is surely a sign of the poverty of human relationships in families and in society today

(The Congregation for Catholic Education; 1988:n11)

In response to the report from the Runnymede Trust, Catholic educators could argue that there is a 'new poor' and it is to these that the Church is now called to serve. It doesn't excuse the mission to the materially poor as set out by Bishop Beck 160 years ago but it does suggest that the word 'poor' now has a wider connotation and it to these the Catholic School is also called to serve.

In *The Catholic School on the Threshold of the Third Millennium* is a series of three challenges which could set the focus for a review of Catholic Ethos in any school:

'Schools are asked to meet the needs of young people:

- who come from families which are broken and incapable of love;
- who often live in institutions of material and spiritual poverty
- who are slaves to the new idols of society which, not infrequently, promises them only a future of unemployment and marginalisation'

(The Congregation for Catholic Education; 1998:n.15)

Pope Francis' call to better serve the vulnerable might mean that Catholic school leaders should review who might be classified in this group. Might we include young carers, the summer born, those who have lost a parent, as well as those with special educational needs or disability?

2.6 Catholic Education Service and National Statistics

One third of all maintained schools in the UK have a religious character. This reflects the significant contribution the churches have made in terms of public education. There are 2156 Catholic schools in England (1735 primary, 359 secondary, 48 all-through and 14 sixth-form colleges) educating in total 816,007 pupils. (CES; 2014)

Table 2.2: Numbers* of Schools and Colleges by Phase in January 2014

Phase	Maintained	Independent	Total
Primary	1673 (1675)	62 (65)	1735 (1740)
Secondary	334 (335)	25 (27)	359 (362)
Tertiary	14	0	14
All through	3	45 (44)	48 (47)
Total	2024 (2027)	132 (136)	2156 (2163)

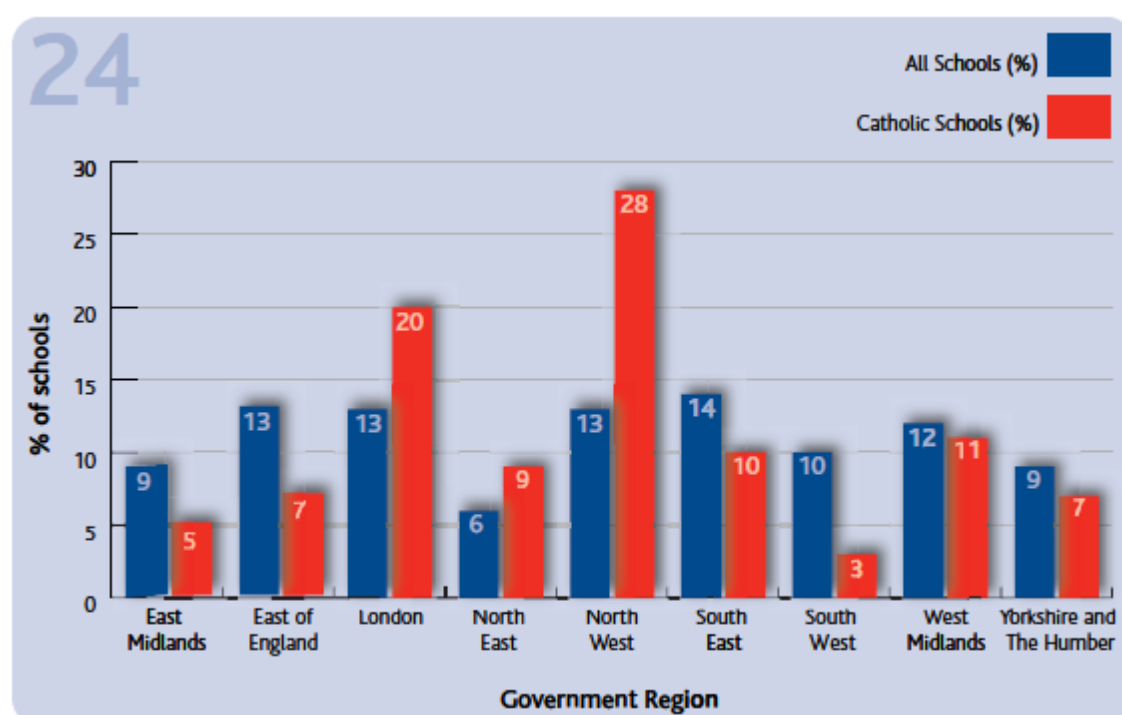
*2013 figures in brackets

(CES; 2014:8)

Nationally there are over 24,000 schools of all types of phase and so as a proportion of these schools; Catholic schools make up just fewer than 9%.

The distribution of secondary schools, shown in figure 4 below, with proportionately more than average in the North West, North East and London, and fewer in the East Midlands, East of England, South East and South West.

Figure 2.4: Distribution of secondary schools by region (2010 data)



(CES; 2010:34)

According to the National census there are 8.3 million school age children in the UK.

The proportion of those in Catholic schooling is just under 10%.

Table 2.3: Numbers* of Pupils in Catholic Schools and Colleges by Phase in January

2014

Phase	Maintained	Independent ³	Total
Primary	429109 (423816)		
Secondary	319562 (322402)		
Sixth form	25450 (23865)		
colleges			
Total	774121 (770083)	41886 (42129)	816007 (812212)

*2013 figures in brackets

(CES; 2014:13)

³ Only the total is given for Independent schools as they vary considerably in the age range of pupils catered for

Catholic schools still provide a service to the nation in the education of young people in the country. Catholic schools exist first and foremost to educate Catholic children but children of all faiths and none are welcome to attend a Catholic school. The proportion of Catholic pupils according to the 2014 CES census is 69.4%. In secondary schools this number drops to 67.5%.

The proportion of pupils eligible for and claiming Free school meals is used as a measure of deprivation. It is widely regarded as an inaccurate measure as the level of poverty of an individual child is complicated. This is because many of the indicators used to measure poverty have included parental occupation, parental qualifications and family income. None of these are ideal measure, but a measure closely related to family income is the approach used to measure a pupil's eligibility for free school meals. As the data for FSM is readily available and has been collected for many years it has made it a preferred measure by which to compare pupil achievement. However the government select committee which produced a report on the 'Underachievement in Education by White Working Class Children' (2014) acknowledged the flaw with using this as a measure of deprivation. They recognised that there are around 70,000 children living in poverty who are not entitled to free school meals. This might be because some parents who may be eligible do not apply for free school meals which may mean an estimate of 11% of pupils are missing out.

Table 2.4: Proportion of pupils eligible for and claiming Free School Meals by phase (2014 data)

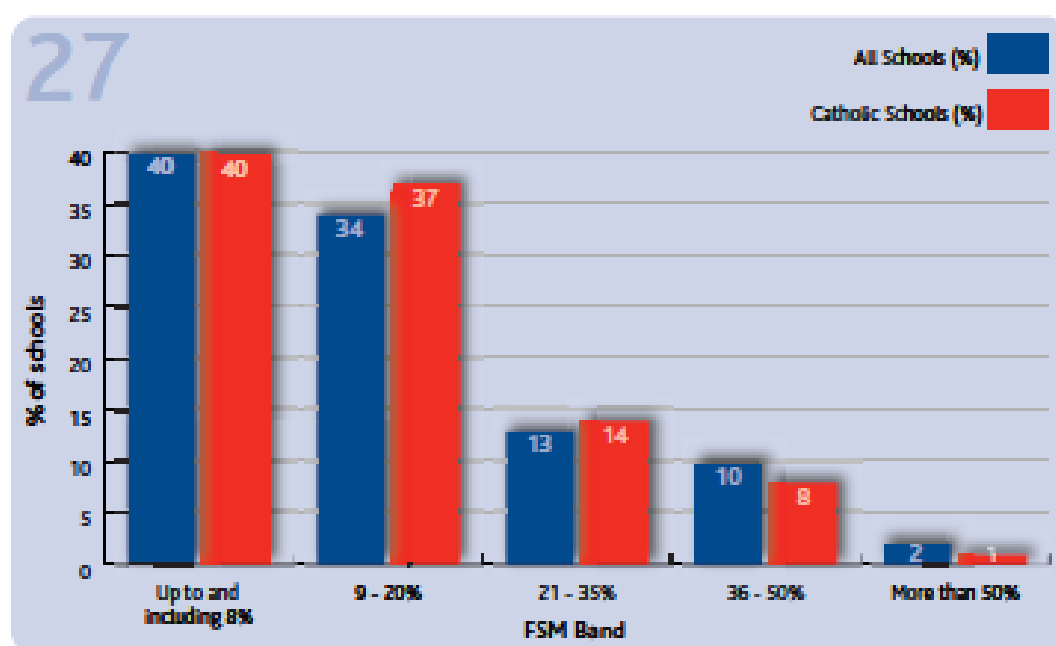
Phase	Number of pupils	Number eligible for and taking FSM	% eligible for and taking FSM*	% FSM Ever 6
Primary	429109	61577	14.4 (17.0)	20.2
Secondary	319562	42304	13.2 (14.6)	20.1

*National average in brackets

(CES; 2014:18)

The proportion of children eligible for free school meals in Catholic schools is under the national average. Looking at the graph below, this is likely to be because there are fewer Catholic schools with very high levels of FSM uptake. Although this data is from 2010, compared to national averages, Catholic schools are comparable to other schools in most cases.

Figure 2.5: Distribution of FSM pupils in secondary schools (2010 data)



(CES; 2010:37)

A report commissioned in 2008 by the Runnymede Trust, an independent policy research organisation focussing on equality and justice through the promotion of a multi ethnic society, seems to further support this as it states;

Despitea mission to serve the most disadvantaged in society, faith schools educate a disproportionately small number of young people at the lowest end of the socioeconomic scale. Selection procedures, while based on faith, seem to favour the more privileged. In the case of many faith organizations, therefore, allowing faith to be a criterion for school selection would appear to contradict their mission to provide education for the most disadvantaged.
(Rob Berkley; 2008:6)

The report goes on to call for the end of selection based on faith and that faith schools must serve the most disadvantaged. It might appear, according to this report, that Church schools have forgotten their mission and instead propagate an unjust society.

Bishop Malcolm MacMahon, Chairman of the CES in the 2013 *Theos* report, 'More than an Educated Guess: Assessing the evidence on faith schools' stated:

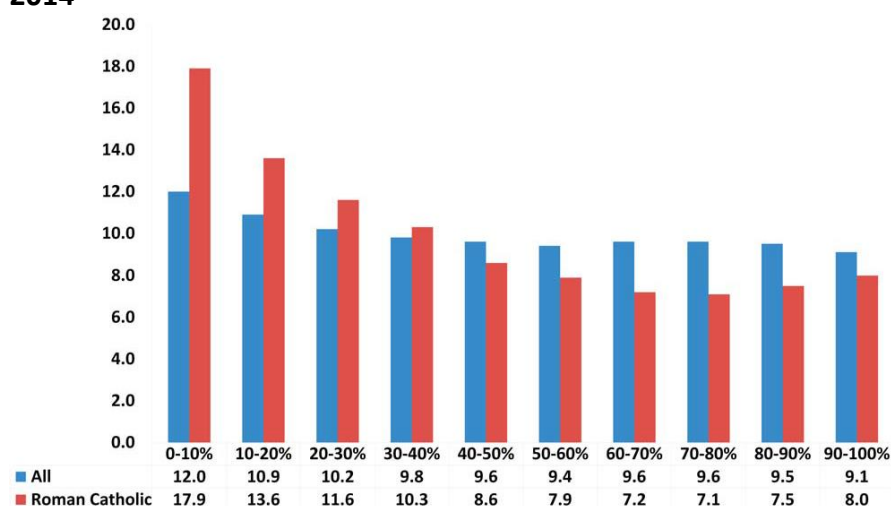
As an education provider with a particular mission to the poor, we find that the measure of Free School Meal take-up does not accurately represent our school communities....The Catholic Church has always set itself the mission to make the greatest difference to those who are poorest – in the broadest sense of the word. We need to challenge ourselves to ensure we continue to live up to that mission.

(Rt. Rev MacMahon; 2013:53-54)

He went on to explore other ways of measuring deprivation, as discussed above, for example using family income as a measure of deprivation may not be a true reflection of poverty. The Income Deprivation Affecting Children Index (IDACI) is another measure of the level of disadvantage experienced by children aged 4-16. It takes into account income levels in deprived areas and breaks this down into 10%

bands: the most deprived 10% of areas, followed by the next and so on. The graph below compares Catholic schools with all schools in England using DfE data.

Figure 2.6: Distribution of pupils by IDACI decile in secondary schools, January 2014



X-axis: Areas of deprivation – starting with the most deprived then decreasing in 10% bands (CES; 2014:40)

Findings here show that pupils at Catholic secondary schools come disproportionately from more deprived areas. A similar pattern is seen for Catholic primary schools also. Primary schools are more localised and are established to serve their immediate community. Secondary schools, however, have a wider catchment and so may serve a wider demographic.

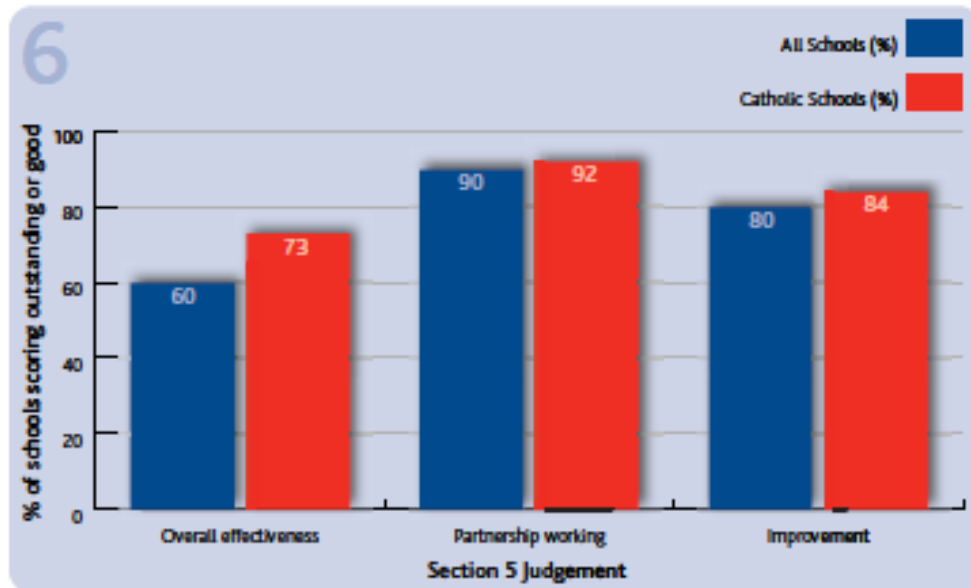
2.7 Academic performance of Catholic schools

There is a clear 'faith school effect' across a range of measures, although the cause of this is unclear. There are a number of variables that could account for such an effect but it is largely thought to relate to the profile of the school. There is little research on the nature and use of a faith based educational approach in the UK and as such few conclusions can be drawn. At age 11, Catholic schools in England outperform the national average English and Maths SATs scores by 5%. This is echoed in GCSE results, where Catholic schools also outperform the national average by 5%. A series of studies carried out by Andrew Morris between 1993 and 2005 illustrates that students in Catholic secondary schools tend to fare better in GCSE examinations – but notes that this effect does not continue to A-level. Both of these points are backed up by a 2006 and a further 2010 report produced by the Catholic Education Service.

In sixth form, pass rates for AS and A level were almost identical in all schools but the proportions of the top grades was slightly lower in Catholic schools. This gap has decreased over the years. Catholic schools also tend to do better than national figures for measures of progress. Absolute measures of value added are above other schools nationally and also when contextual factors are taken into account.

As well as this, 73% of Catholic secondary schools and academies have Ofsted grades of good or outstanding for overall effectiveness. This is in comparison to a national average of 60%.

Figure 2.7: Percentage of schools scoring outstanding or good for overall effectiveness



(CES; 2014:15)

While there has been some UK based research on the impact of Catholic schooling on academic performance, there is a significant body of evidence that has been gathered in the US over the last 30 years. US data indicates that pupils attending Catholic schools benefit in the following ways:

- The achievement gap is smaller in faith-based schools (Jeynes, 2007; Marks & Lee, 1989).
- Students in Catholic schools demonstrate higher academic achievement than students from similar backgrounds in public schools (Coleman & Hoffer, 1987; Coleman, Hoffer, & Kilgore, 1982; Greeley, 1982; Sander, 1996).
- The “multiply disadvantaged” benefit most from Catholic schools (Evans & Schwab, 1995; Greeley, 1982; Neal, 1997).

- Social class effects on educational achievement are significantly lessened in Catholic schools (Bryk, Lee, & Holland, 1993; Greeley, 1982).
- The poorer and more at-risk a student is, the greater the relative achievement gains in Catholic schools (York, 1996).
- Graduates of Catholic high schools are more likely to vote than public school graduates (Dee, 2005).
- Graduates of Catholic schools are likely to earn higher wages than public school graduates (Hoxby, 1994; Neal, 1997).
- Catholic schools tend to produce graduates who are more civically engaged, more tolerant for diverse views, and more committed to service as adults (Campbell, 2001; Greeley & Rossi, 1966; Greene, 1998; Wolf, Greene, Kleitz, & Thalhammer, 2001).

(Alliance for Catholic Education; 2010, Online)

Whilst these results must be treated with caution due to different way that Catholic schools are funded in the UK compared to the US, it is striking that the impact of Catholic schools on a variety of measures of academic performance does seem to mirror those from UK Catholic schools.

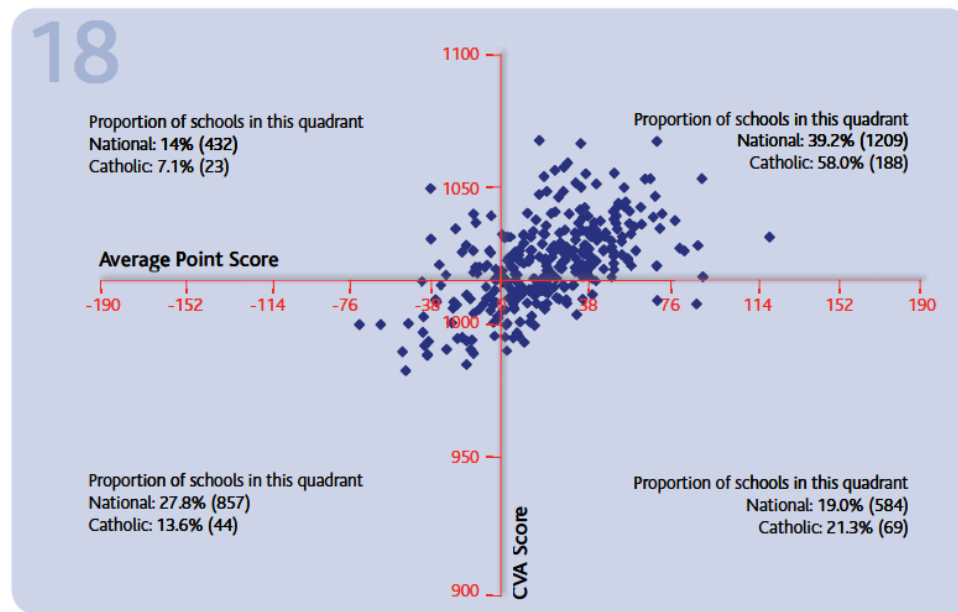
The Sutton Trust has carried out research into successful schools in 2013 and concluded that they tend to be more socially selective than the average state school. 95% of the top 500 comprehensive schools have a smaller proportion of their pupils

on free school meals than their local area. In fact almost two thirds (64%) are unrepresentative of their local authority. All of the top 500 schools had more than 69% of pupils achieving five good GCSEs in 2012 – but they had a FSM rate of just below half the national average figure, 7.6% compared to 16.5%, and 15.2% in their respective local authorities. (Sutton Trust; 2013, Online)

Measures of absolute attainment need to be complemented by measures of the progress made by pupils – the value added – from one key stage to another. These measures take account of pupils' prior attainment. Measures of the contextual value added (CVA) go further, by making adjustments to take account of the impact of external factors known to have an impact on the progress of some pupils, such as levels of deprivation. CVA gives a much fairer statistical measure of the effectiveness of schools and is generally accepted to provide a solid basis for comparisons.

The following diagram is one means of showing attainment and CVA together. The horizontal axis plots a school's attainment, based on the average points score, relative to the national average. The vertical axis records the school's CVA score. This kind of graph gives a visual representation of how a school performs in terms of both attainment and progress. The proportions of Catholic schools in the four quadrants can be compared to the proportions of all schools nationally.

Figure 2.8: Secondary School attainment/CVA based on 2009 validated data



(CES; 2010:28)

Nearly 80% of Catholic schools had above average point scores, compared to about 60% of all schools. Almost two-thirds of Catholic schools had above average CVA scores, compared to 53% of all schools. The proportion of Catholic schools in the top right quadrant exceeded the national proportion by almost 20%.

2.8 Implication for leadership in Catholic schools

Consumerism is the dominant model of a post-modern culture and it is against this tide that the Catholic School must battle. To fulfil its mission of proclaiming Christ as the saviour of the world it must first stem the tide of noise that constantly bombards the young people in their care claiming the path to happiness comes from a celebrity lifestyle and indulging every desire. Christ offers a path to freedom from consumerism and ultimately happiness and peace. As Fr Michael Holman (in Hayes, M. and Gearon, L.; 2002:77) states:

The message of the Gospel that happiness, new life and fulfilment lie in following a man who looked after the least in society with love that was self-sacrificing just makes little sense.

(Holman, M. SJ; 2002:77)

However, the school itself is not immune to the consumer driven society with league tables and schools competing for pupil places within an open market. This can only lead to a potential conflict of interests; the need to get to good examination results so as to keep numbers up and maintaining the Catholic Mission through service to the poor. This conflict was commented on by Grace (in Hayes, M. and Gearon, L.; 2002:8) comments:

The moral and professional dilemma that is currently facing Catholic head teachers in England is the recognition that a competitive market culture in schooling is making it more difficult to be in service of the poor, the troublesome, the alienated and the powerless.

He goes on to say:

...it could be argued that there is little market yield or return for schools which continue to operate a preferential option for the poor.

(Grace; 1998:185)

Catholic school leaders must aim to maintain the balance between school effectiveness and Catholic distinctiveness. It comes down to how the school is judged; by earthly standards or Gospel standards? In the CES document, '*The Common Good in Education*' this dilemma was explored:

The pursuit of excellence is intrinsically good ...but...not simply as a matter of competitive league tables It carries the danger of communicating to children and young people ... that a person's value is measured solely in terms of academic, sporting or financial success.

(CES; 1997:13-14)

Grace then goes on to suggest ways in which Catholic schools can promote the common good in education. Some of the suggestions include accepting responsibility for the education of all, particularly the most disadvantaged in society; working in partnership with other schools in order to improve the quality of education for all and finally to ignore the reasonable aspirations of neighbouring schools and colleges.

2.9 Summary

In this chapter I have explored the values of Catholic education and why the pursuit of education is so intrinsic to the apostolic mission of the Church. The Church's mission is to 'bring the Good news to the poor' (Isaiah 1:61 and Luke 4:18) and in so doing, to welcome God's people into everlasting life. This educational mission has been established across the centuries and so Catholic education is central to the mission of the Church so much so that the two are indivisible. The primary mission of education is then supplemented by a preferential option for the poor. In this Literature review I have found that from the very earliest Biblical texts through the

tradition and teachings of the Church, this foundation of care and service to the poorest of the world is still at the core of living and teaching the Christian faith. Despite the pressures of market forces that exist in today's educational establishments, Catholic schools have a duty to uphold this core value more than most therefore, according to a variety of sources, this is largely being achieved. Successive governments have looked to support those families that find themselves below the poverty line by the introduction of Free School Meals and most recently the Pupil Premium Grant. This additional money is meant to increase the educational chances of the most disadvantaged pupils, and while nationally the evidence suggests that there is still an achievement gap between disadvantaged pupils and the rest, there is some evidence to suggest that Catholic schools buck this trend.

In the next chapter I will discuss a methodology for investigating the impact of the Pupil Premium Grant on progress and achievement in an 11-19 Catholic Academy. I will explore the variety of achievement and progress measures that schools report and discuss which measure might be the best to use. I will describe a statistical analysis that will be carried out on my data which will ensure that any difference caused by the Pupil Premium Grant will be significant and in turn will increase the confidence I have in my conclusions. Finally, I will outline any ethical considerations that I will need to employ to ensure that identity of the school and any participants that take part in my study is kept confidential.

Chapter 3 Methodology

3.1 Introduction

In the last chapter I conducted a thorough review of relevant literature on the theme of poverty, the Church's mission to the poor and the ways that schools are judged. In this chapter I will discuss a methodology for investigating the impact of the Pupil Premium Grant on progress and achievement in an 11-19 Catholic Academy. I will explore the variety of achievement and progress measures that schools report and discuss which measure might be the best to use. I will describe a statistical analysis that will be carried out on my data and I will outline any ethical considerations that I will need to employ.

3.2 Hypothesis

Experimental hypothesis: Pupils in receipt of the pupil premium grant will show a significant difference in their progress 8 score compared to those pupils not in receipt of the pupils premium grant.

Null hypothesis: Pupils in receipt of the pupil premium grant will show no significant difference in their progress 8 score compared to those pupils not in receipt of the pupils premium grant.

3.3 Research Methodology

Prior to adopting an appropriate strategy through which to gather data for examination and analysis, it is pertinent to explore the methods that are available to the researcher. Intrinsically, there is no 'right' or 'wrong' approach, but it is important to consider which strategy would be most useful and appropriate for the purposes of the investigation in hand. Broadly, there are two paradigms for research in the social sciences, which are classified as quantitative and qualitative methods. In relation to these paradigms, Bell (2010: 6) points out that

...each has its strengths and weaknesses, and each is particularly suitable for a particular context. The methodology adopted and the methods of data collection selected will depend on the nature of the enquiry and the type of information required.

Quantitative researchers are concerned with collecting statistical data and to study the relationship between one or more sets of data. There are a number of advantages for the researcher in adopting quantitative methods of data gathering. For example, the data is measured in quantities rather than providing subjective impressions and therefore this approach provides the opportunity for statistical analysis and significance testing which provides credibility in the findings and interpretations. The analysis of large amounts of data can easily be undertaken and tables and charts can be produced in order to communicate the data to others.

Qualitative approaches, on the other hand, are essentially phenomenological in nature and are more concerned with understanding the perceptions of individuals towards the world. There are a number of advantages in using qualitative methods for gathering information. For example, qualitative approaches can allow for ambiguity and inconsistencies because they draw on the interpretive skills of the researcher. There is a possibility of exploring alternative explanations in which more than one explanation can be valid. In adopting a process of discovery, there are often no predefined measures or hypotheses, which frequently emerge *ex post facto*. It is able to deal with the intricacies of complex social situations and reflects the subtleties of social life.

3.4 Research design

For the purposes of this study, I decided to use a combination of quantitative and qualitative methods. I felt that this would enable me to best answer my hypothesis. Schools operate within a wide set of variables and as such it is often difficult to identify the single independent variable that might have an impact on the variable being measured. Whilst adopting one method of data collection can provide valuable insights, a mixed methods approach allows for triangulation by providing information from different perspectives. Potentially, this can offer a more accurate picture of the situation. This is a generally accepted and recognised means of validation and I considered that, through its implementation, it would allow me to explore comparisons and differences across the data and establish greater depth of understanding.

I will compare the achievement and progress of pupils in receipt of pupil premium with those that are not within a case study school. I will do this by evaluating the examination data and will compare this to 'in year' data produced by the school for all years.

Pupil achievement is made up of pupil progress and pupil attainment. Pupil attainment has long been the headline measure for school success; the percentage of pupils leaving school with 5 or more good GCSE's including English and Maths being the most recent. Ofsted have used trends in this measure to judge the success of a school and more particularly, the achievement gap between all pupils and those identified as disadvantaged. However, this largely ignores a pupils prior attainment and if a pupil improves during their time at a school. A measure of a pupil's progress would address this concern and is widely regarded as a more holistic measure of a pupil's learning journey through a school. It takes into account the level that a child attained at the end of Year 6 in Key Stage 2 tests and compares it to the attainment grade the same child achieved at the end of Key Stage 4 in GCSE's. For subjects such as English and Mathematics, where national tests exist at the end of KS2, this is a straightforward measure of the levels of progress made between one fixed point, the end of KS2, and another, the end of KS4. This is expressed as a percentage of pupils making 3 levels of progress (the nationally expected rate of progress). Those pupils making more than expected progress might achieve 4 or 5 levels of progress from KS2. This might be seen as a pupil that

arrives at their chosen secondary school with a level 4 in English who one might expect to make 3 levels of progress during KS3 and 4 and leave at the end of Year 11 with a Grade C (the grade equivalent of Level 7). If that pupil were to achieve a Grade B in their exam, they would have made 4 levels of progress, more than expected. It is possible to look at the percentage of PPG and non-PPG pupils that make expected and more than expected progress in English and Maths and make a comparison between the two. While this is a good indicator of a schools success it is a narrow measure as it only looks at two GCSE subjects. If a broader measure of success were available this might be better used to help look at academic success if a wider range of subjects.

Capped 8 could be considered such a measure. It looks at the grades achieved by a pupil in their GCSE exams and takes the best 8 grades. It converts these into a points score and reports this as an individual score for each student but can also be averaged for the performance of a whole cohort of students. The benefit of this measure is that it includes a broad range of subjects as opposed to progress rates in just English and Maths. While this is better, the result can be skewed by schools whose curriculum is less academic and more vocational. The inclusion of Business and Technology Education Council (BTEC) subjects into this measure might make a school's data look better than it might otherwise be if large groups of students were encouraged to study a BTEC subject, which up to a few years ago, had no examination component to them.

Ofsted have in the past few years used a combination of these headline measures to make a judgement on the success of a school. A measure of 'value added' is a further measure, which when combined with the other measures, gives a fuller picture of a schools success. Value added has a baseline value of 1000. This would mean that the exam cohort has performed in the same way as other pupils of a similar ability have performed in their examinations. A value above 1000 suggests that the school has 'added value' to their pupils but this doesn't become significant until the both the upper and lower confidence limits are above 1000. This would be recognised as 'Sig +' in the RAISEonline report which is a key document used by Ofsted when inspecting a school. Most educators would agree that this is probably the fairest measure of a school but it is not possible to track a schools performance from year to year using this measure as it is totally dependent on each exam cohort from across the country. This is why the first draft of the RAISE Online report isn't released until November, 3 months after the results have been released in August. Value Added is calculated using a student's best 8 results including English and Maths.

The current Government have promoted an agenda of a traditional curriculum being better for students than those schools that have designed a large vocational offer. The launch of the English Baccalaureate (EBacc) was an attempt to promote a range of subjects that should enable students to access higher and further education in the future. English, Mathematics, Science, Humanities and a Modern Foreign Language would constitute the EBacc. This created some problems for Catholic schools particularly as RE, a compulsory GCSE in all Catholic schools, is not

counted as a Humanities subject. Despite much representation from the CES this has not been changed. One limitation of the EBacc is that not all students would opt for the subjects that made up the EBacc and so despite thoughts that this would become a headline measure for schools, it never really took hold. A further limitation is that the EBacc is still a measure of raw attainment rather than of progress.

One possible solution to this might be to find a way to calculate a student's best 8 GCSE scores which include English and Maths and a selection of other key subjects. This has been developed by the DfE and is called Attainment 8. It takes a pupils best 8 GCSE results including English (double weighted), Mathematics (double weighted), 3 further qualifications that count in the English Baccalaureate (EBacc) measure and 3 further qualifications which can be GCSE's or other non-GCSE equivalents from the DfE approved list. The limitation of this measure is that is purely a measure of pupil's attainment and takes no account of progress made. This leads to the same problems faced by some of the other measures discussed above.

Progress 8 is a new key indicator used by the Government when making judgements about the quality of education on offer in a school. A Progress 8 score is calculated for each pupil by comparing their average grade (their Attainment 8 score) with the average grade of all pupils nationally who had a similar starting point, or 'prior attainment', calculated using assessment results from the end of primary school. The greater the Progress 8 score, the greater the progress made by the pupil compared to the average of pupils with similar prior attainment. This measure

seeks to combine the strengths of measuring a pupils' progress with that of using a broad range of subjects with which to do it.

I have therefore decided to use Progress 8 scores to investigate the success of PPG and non-PPG pupils in my case study school. The reason for this is that this measure is a new key indicator used by the Government when making judgements about the quality of education on offer in a school. The benefit of this type of non-experimental technique is that it produces quantitative data which can be easily analysed and conclusions drawn. For non-examination groups I shall use progress data in English and Mathematics. While I acknowledge that this is a compromise, it is the best I can do given that Progress 8 calculations require access to national data which does not exist for in-year measures. I will still be able to draw some conclusions based on patterns from the in-year data to see if the achievement gap narrows between PPG and non-PPG pupils.

I decided to use an independent measures design for this research project. I will collect quantitative data on progress 8 for the pupils in the examination cohort. I will also collect qualitative data using the 'Value for Money' (VfM) statements published by the school which outline how PPG funding has been spent and the impact it has had on pupil outcomes. These will be analysed using a thematic analysis. I will then be able to identify strengths and areas for development in the case study school and draw conclusions as to the impact of the PPG grant.

In this investigation the independent variable being studied is the students in receipt of PPG and those that are not. The dependant variable is the progress 8

score of these pupils. The progress 8 scores of all pupils in the examination cohort 2013-14 and 2014-15 will be separated into those pupils in receipt of the pupil premium grant and those who are not.

Variables beyond my control include the background and upbringing of each pupil in receipt of PPG. PPG pupils are identified as being disadvantaged however some pupils may 'qualify' as a PPG pupil because they were entitled to a free school meal 6 years ago but now they don't. This might skew the groups of pupils and as such weaken my conclusions. It is widely recognised that families in Catholic schools tend not to apply for free school meals and as such pupils may well be at a disadvantage and yet not receiving the help and support needed. IDACI data provided by the Department for Education highlights that despite a lower than average take-up of Free School Meals in Catholic schools, 19% of Catholic Pupils (compared with 14% nationally) come from the most deprived 10% of areas. (CES; 2012) As I explored in my Literature review this may not be the best measure of disadvantage but is the best we have at the moment. Other reasons why pupils may be identified as PPG include Looked after Children (LAC) and children of Armed Forces personnel. These subgroups are recognised as being disadvantaged and as such are included in the PPG group.

The Progress 8 scores will be compared using a statistical test. The test which is most appropriate for this experimental design is the independent t-test. The reason for choosing this statistical test as opposed to others is that firstly this experiment is a test of difference, PPG vs non-PPG.

Secondly the design of the experiment is using independent groups; there is no overlap between PPG pupils and non-PPG pupils.

Thirdly the data generated is classed as interval data, in other words it is continuous data measured on a scale which has fine divisions. These three factors combined means that an independent t-test is the most suitable statistical test to use. The t-test is known as a parametric statistical test which means that it analyses the actual scores in the data set thus making it very accurate. The aim of any statistical test is to see if there is a significant difference between the two sets of data. If the test shows that there is a significant difference then it suggests that PPG and non-PPG pupils perform differently under examination conditions and that they make different rates of progress during their secondary schooling. The gap between PPG and non-PPG pupils is reported in RAISEonline reports – the challenge for schools is to narrow this gap, if one exists.

In addition, for the purpose of qualitative analysis, I decided to analyse the VfM statements generated by the case study school on how Pupil Premium Grant money has been spent over the past two years. It is a requirement of all schools made by the DfE to make public how it spends PPG money. Schools do this by publishing a 'Value for money' statement on its website. In this statement, schools indicate how much PPG funding it received and how this money was spent, the rationale behind this decision and the impact it has had on pupil outcomes. The first part of my analysis will focus on pupil outcomes, so for the qualitative part of my research I will analyse the VfM statements from 2013-14 and 2014-15 to explore what common themes arise. This will go some way to help explain the success or otherwise of the

school in helping to raise the achievement of PPG pupils and helping to ensure that any gap in achievement is closed.

Conducting an analysis of the value for money evidence will generate qualitative data which lends itself to examination using a thematic analysis. This method involves reading and re-reading the transcript of the VfM statement. I will look for certain words and phrases which occur at a high frequency, which will enable me to combine into key themes. I will then look for any common threads between these themes and condense them again in my major themes. This will form the basis of the next stage of analysis. From there, I will generate a series of 'How' and 'Why' questions. These questions will take the form of a reflection on the evidence presented after which an interrogation of the information will look for answers as to the impact of the strategies adopted by the schools leadership. I will elaborate on these and seek to answer these key questions. The information will remain in a qualitative format and will provide a contrast to the quantitative data. By doing this I will be able to identify the impact of the PPG grant on other areas of school life and not just examination success.

As a supplement to this I will be using some case study evidence collected by the school's leadership team as further evidence of impact of PPG funding. These case studies have been compiled over some years and as such contain detailed information of specific disadvantaged students and how they have been helped by PPG funding. This case study support will be used to further enhance the responses to the key questions that will emerge from the thematic analysis, enabling my to

include some direct pupils outcomes into my research evidence as opposed to just examination results.

3.5 Sampling method

In my quantitative analysis I have chosen examination data from 2013-14 and 2014-15. These are the first two years that data has been analysed using PPG as a key measure. Prior to this the DfE used Free School Meals as its measure of disadvantage and this itself changed again in 2012 to include those pupils that had been FSM at any time in the previous six years. Therefore any patterns in data from before 2013 are more difficult to analyse.

I plan to scrutinise the VfM statements taken from the school's website. These are a matter of public record and as such are documents which every school is expected to publish. I have chosen to focus on the VfM statements from 2013-14 and 2014-15 as these are the same two years from which I am analysing qualitative data.

3.6 Ethical considerations

Information about the school and the pupils involved will be kept confidential. The name of the school and the diocese will be changed so as to maintain its anonymity. A code will be used for the pupil data to help me identify which data might need to be withdrawn if requested. Details of the data collection for this dissertation will be submitted to St Mary's University for ethical approval.

3.7 Procedure

- i. I will analyse the examination data from the 2013-14 cohort using SISRA Analytics. I will export the progress 8 scores for the pupils and then sort the cohort into the PPG pupils and the non-PPG pupils.
- ii. I will then use an online t-test calculator⁴ and enter in the data for the PPG pupils into group 1 and the non-PPG pupils as group 2. The result of the t-test will be reported and analysed against the critical values table at the $p < 0.05$ significance level.
- iii. I will carry out the same analysis on data from the 2014-15 cohort. This data will be gathered from teacher assessments as the examination results from this cohort will not arrive in school in time to be included in this report. I will analyse it in the same way, using a t-test.
- iv. I will then look to compare the progress data in English and Maths on other year groups in the school using teacher assessment data. I will look at overall percentages of pupils that make the required progress across an academic year (Yrs. 7-9 – 2 sub levels of progress, Year 10 – 3 levels of progress). I will export the points scores for pupils in both English and Maths and sort the cohort into PPG and non-PPG
- v. I will then carry out a similar independent t-test analysis on this data to see if there is a significant difference between the progress made by PPG pupils compared to non-PPG pupils.
- vi. I will then examine 'Value for Money' statements generated by the school

⁴ <http://graphpad.com/quickcalcs/ttest1/?Format=C>

from 2013-13 and 2014-15. These will be analysed using a thematic analysis. This involves reading and re-reading the transcript looking for common words/phrases. These are then condensed major themes. These in turn will be condensed again to form three of four themes from which 'How' and 'Why' questions will be developed. These questions will then be answered using the support of pupil case study evidence where available. This qualitative data will then be used to compare to the quantitative data from the t-tests on progress 8 data.

3.8 Summary

In this chapter I have outlined the research methodology I plan to use to investigate my hypothesis.

I have discussed the variety of exam success measures that are available to me before describing the measure I will use to answer my hypothesis; I will be using quantitative data from GCSE examination results converted into a Progress 8 score. I have discussed the pros and cons of this purely quantitative approach and therefore also decided to analyse 'Value for Money' statements published by the school on the use and impact of pupil premium grant money to see if any common themes emerge. Using this dual approach I hope to be able to answer the aim of my dissertation: if the Pupil Premium Grant has a measurable impact on progress and achievement in an 11-19 Catholic Academy and as such helps fulfil the Church's mission of a preferential option to the poor.

In the next chapter I will present this examination and assessment data collected from the case study school. This data will be presented so as to show the difference between PPG and non-PPG pupils. This assessment data will be taken from internal teacher assessment levels as well as external examination data presented so as to show the progress that pupils have made from the end of Key Stage 2. In an attempt to show patterns in the school performance I will use examination data from 2013-14 and 2014-15. I will then analyse this data using an independent t-test, a statistical test which will show if there is a significant difference between the progress made by PPG and non-PPG pupils. I will then discuss my findings in light of the research I carried out. I will then present the qualitative analysis of the impact of PPG funding and begin to draw conclusions about the effectiveness of the school's leadership in supporting their most disadvantaged pupils.

Chapter 4 Analysis

4.1 Introduction

At the beginning of this study, I stated that the aim of this dissertation is to investigate the extent to which the Pupil Premium grant has had a positive effect on the progress and achievement of disadvantaged children in an 11-19 Catholic Academy.

In the last chapter I outlined the research methodology I would use to investigate my hypothesis, i.e., that pupils in receipt of the pupil premium grant will show no significant difference in their progress 8 score compared to those pupils not in receipt of the pupils premium grant.

I explained that I would achieve this, by using quantitative data from GCSE examination results converted into the latest Government measure of a school's success: Progress 8. I also discussed the pros and cons of this purely quantitative approach and therefore also decided to analyse 'Value for Money' statements published by the school on the use and impact of pupil premium grant money to see if any common themes emerge. Using this dual approach I hope to be able to answer the aim of my dissertation: to what extent the Pupil Premium Grant has a measurable impact on progress and achievement in an 11-19 Catholic Academy and as such helps fulfil the Church's mission of a preferential option to the poor.

In this chapter I will present examination and assessment data collected from the case study school. This data will be presented so as to show the difference between PPG and non-PPG pupils. This assessment data will be taken from internal teacher assessment levels as well as external examination data presented so as to show the progress that pupils have made from the end of Key Stage 2. In an attempt to show patterns in the school performance I will use examination data from 2013-14 and 2014-15 as a basis of comparison. I will then analyse this data using an independent t-test, a statistical test which will show how far there is a significant difference between the progress made by PPG and non-PPG pupils. I will then discuss my findings in light of the research I carried out.

4.2 Statement of results

In this section of the chapter, I shall set out the results of my investigation diagrammatically.

Pupils' eligible for the Pupil Premium Grant is the focus for this dissertation. Out of the 1024 pupils in the school population, 152 pupils are identified as PPG, an increase of 24 on 2013-14.

Figure 4.1: Student totals by key pastoral factors, academic year 2014-15

Student Totals by Key Pastoral Factors

A count of students with each key pastoral factor

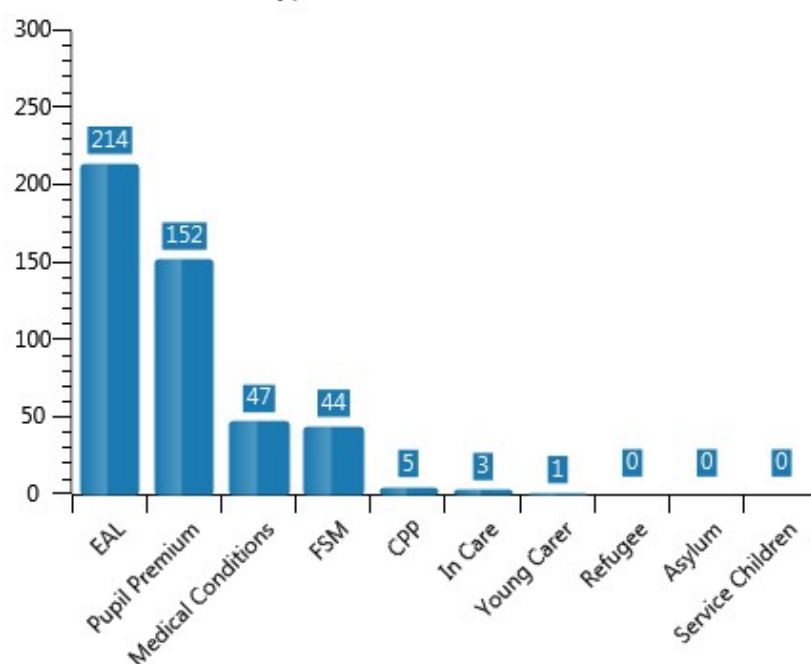


Figure 4.2: PPG pupils per year group, academic year 2014-15

Student Totals by Year Group

A count of students in each year group, with drill through to registration group



The current profile of the school shows fewer PPG pupils in Year 11, the examination cohort which will be a key focus for this dissertation. The other year groups all have 25 or more PPG pupils which may indicate a change in economic circumstances in the local area. The recent financial difficulties and austerity across the country may have led to more families with one or more parent out of work thus making them eligible for free school meals. However, Figure 4.1 shows that under 30% of PPG pupils are eligible for FSM which might indicate that the remaining PPG pupils are made up of Ever6 pupils, described as being in receipt of FSM at any point in the past 6 years.

Figure 4.3: PPG pupils per year group, academic year 2013-14

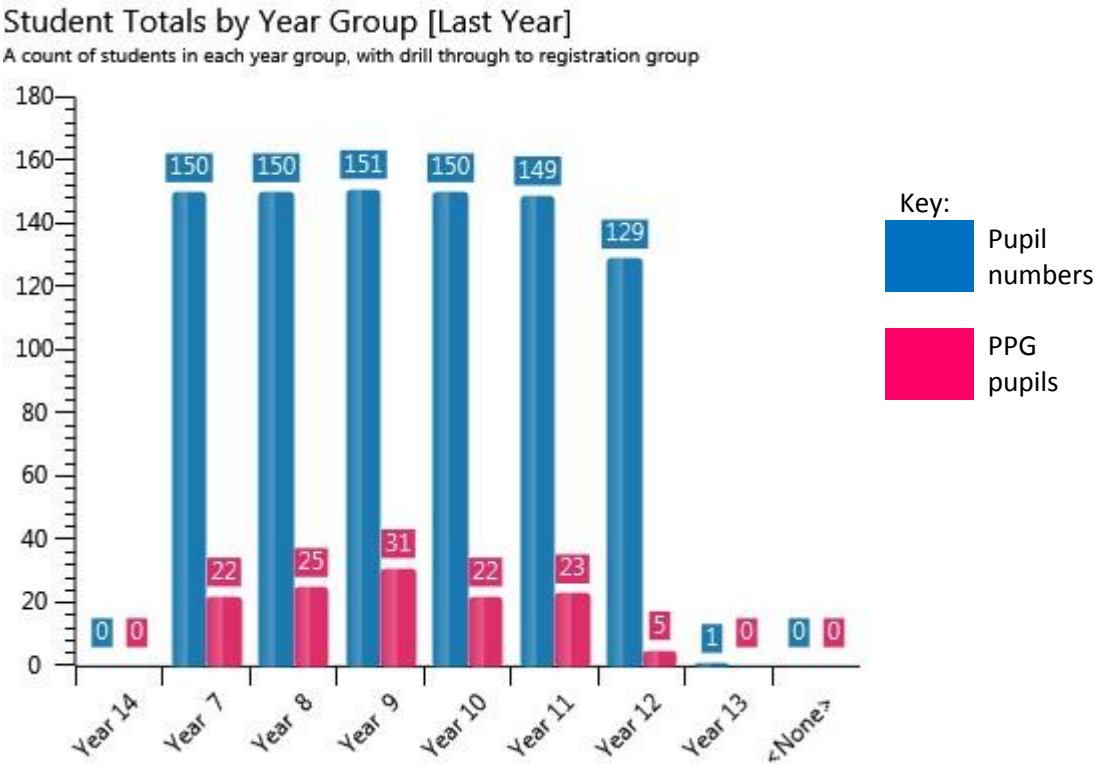


Figure 4.3 (above) shows the proportion of pupils eligible for PPG in the case study school for the academic year 2013-14. This is important as I will be analysing examination data from the Year 11 cohort from this academic year.

4.2a KS4 progress data

Table 4.1: Summary of 2013-14 examination data⁵

Progress/Attainment 8	PPG*	Total	Percent
Average Total Attainment 8	ALL	52.05	
	F	52.41	
	T	50.09	
Average Attainment 8 Grade	ALL	5.2	
	F	5.24	
	T	5.01	
Average Estimated Attainment 8	ALL	50.62	
	F	50.58	
	T	50.82	
Average Total Progress 8	ALL	0.42	
	F	0.46	
	T	0.26	
Progress 8 Upper Confidence Interval	ALL	0.6	
	F	0.65	
	T	0.7	
Progress 8 Lower Confidence Interval	ALL	0.25	
	F	0.26	
	T	-0.19	
Pupils Included (Progress 8 Coverage)	ALL	139	93.9
	F	117	93.6
	T	22	95.7

Table 4.1 shows examination summary data for the 2013-14 Year 11 cohort. (*The labels of T and F refer to the analysis software SISRA used to analyse the data. The PPG filter separates out results that are True (T) for that filter or False (F).

⁵ Full table of examination data in appendix 1

Therefore T refers to PPG pupils and F refers to non PPG pupils.) The key figures for this research are the progress 8 scores for PPG pupils of 0.26 compared to non-PPG pupils of 0.46. A positive value for progress 8 indicates that pupils have achieved more than might be expected compared to other pupils given the same prior attainment. The 22 PPG pupils with KS2 data are included in this calculation show that, on average, they have made less progress than non-PPG pupils. The weakness of only using a descriptive statistical measure of central tendency is that it can be skewed by extreme outliers. By looking at the confidence intervals from table 4.1, PPG pupil progress 8 values range from +0.7 to -0.19, a difference of nearly 0.9. Compared to non-PPG pupils the range is +0.65 to +0.26, less than half the range of PPG pupils. Therefore a better way to compare these two sets of data is to use an independent t-test. Using the following equation a value of t will be calculated which can be compared to critical table values. This will determine if the difference between the two groups of data is significant:

$$t = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\left(\frac{(N_1 - 1)s_1^2 + (N_2 - 1)s_2^2}{N_1 + N_2 - 2}\right)\left(\frac{1}{N_1} + \frac{1}{N_2}\right)}}$$

The calculated value of t is 0.9781⁶ which is less than the critical value of t of 1.9774 at p<0.05 and 137 degrees of freedom. Therefore we can reject the experimental hypothesis and accept the null hypothesis that there is no significant difference between progress 8 values of PPG pupils and non-PPG pupils. We might reasonably

⁶ Full t-test calculation found in appendix 2

conclude that any differences in progress 8 values between the two groups of pupils are due to chance.

The success of this exam cohort were not measured using the Progress 8 measure, but instead by using 5+ A*-C including English & Mathematics measure and Value Added.

Table 4.2: Summary table of headline examination measures for Year 11, 2013-14

Headline measure	PPG	Total	Percent
Students with 5 x A*-C inc English & Maths	ALL	86	58.1
	F	75	60.0
	T	11	47.8
Capped8 +EM VA Score	ALL	1018.094	
	F	1018.302	
	T	1016.977	

There is a 12.2% gap between PPG and non-PPG attainment using the 5+ A*-C inc E&M measure. This measure of attainment does not take into account the relative starting points of pupils which is why value added is often considered a better measure. This shows both values above 1000, which means that both PPG and non-PPG pupils make more than expected progress. These measures are used in RAISEonline to help schools self-evaluate their performance.

The Ofsted report on St Matthew's High School in Feb 2015 used this exam data to measure performance in Attainment and Progress and helped the school achieve a 'Good' grade. Had Progress 8 data been available this might have led inspectors to consider a higher rating.

Table 4.3: Summary of 2014-15 examination data⁷

Progress/Attainment 8	PPI	Total	Percent
Average Total Attainment 8	ALL	54.33	
	F	55.07	
	T	49.11	
Average Attainment 8 Grade	ALL	5.43	
	F	5.51	
	T	4.91	
Average Estimated Attainment 8	ALL	52.07	
	F	52.58	
	T	48.9	
Average Total Progress 8	ALL	0.34	
	F	0.39	
	T	0.02	
Progress 8 Upper Confidence Limit	ALL	0.52	
	F	0.59	
	T	0.51	
Progress 8 Lower Confidence Limit	ALL	0.16	
	F	0.2	
	T	-0.47	
Pupils Included (Progress 8 Coverage)	ALL	131	91
	F	113	89.7
	T	18	100

Table 4.3 shows examination summary data for the 2014-15 Year 11 cohort. The key figures are the progress 8 scores for PPG pupils of 0.02 compared to non-PPG pupils of 0.39. A positive value for progress 8 indicates that pupils have achieved more than might be expected compared to other pupils given the same prior attainment. The 18 PPG pupils with KS2 data are included in this calculation show that, on average, they have made less progress than non-PPG pupils. The weakness of only using a descriptive statistical measure of central tendency is that it can be

⁷ Unvalidated data – awaiting outcomes of remarks and challenges to coursework. Full table of exam data in appendix 3

skewed by extreme outliers. By looking at the confidence intervals from table 4.3, PPG pupil progress 8 values range from +0.51 to -0.47, a difference of over 0.9. Compared to non-PPG pupils the range is +0.59 to +0.2, less than half the range of PPG pupils. This leads me to conclude that the small population size means that just comparing average values will reduce the level of confidence I might have in my results.

As with the 2014 examination data, I have analysed each pupils' Progress 8 score and compared PPG with non-PPG pupils using an independent t-test. The calculated value of t is 1.4158⁸ which is less than the critical value of t of 1.9785 at $p < 0.05$ and 129 degrees of freedom. Therefore we can reject the experimental hypothesis and accept the null hypothesis that there is no significant difference between progress 8 values of PPG pupils and non-PPG pupils. We might reasonably conclude that any differences in progress 8 values between the two groups of pupils are due to chance. This is despite the apparent difference in mean values, but as explained previously this includes extreme outliers in the calculation thus reducing our confidence in the final outcome.

It should also be noted that the examination data from 2013-14 is validated data, taken after all exam remarks and coursework challenges have been resolved. The examination data from 2014-15 is taken before any remarks have been processed and so it still subject to change. DfE recognise this when they issue the RAISE Online report which initially is issued as 'unvalidated' as it works from raw data before any remarks.

⁸ Full t-test calculation found in appendix 4

Table 4.4: Summary table of headline examination measures for Year 11, 2014-15

Headline measure	PPG	Total	Percent
Students with 5 x A*-C inc English & Maths	ALL	98	68.1
	F	88	69.8
	T	11	55.6
Capped8 +EM VA Score	ALL	1019.933	
	F	1021.76	
	T	1008.264	

There is a 14.2% gap between PPG and non-PPG attainment using the 5+ A*-C inc E&M measure, which an increase of 2% on 2013-14 results. This measure of attainment does not take into account the relative starting points of pupils which is why value added is often considered a better measure. This shows both values above 1000, which means that both PPG and non-PPG pupils make more than expected progress. These measures are used in RAISE Online to help schools self-evaluate their performance. As mentioned earlier, these results may change as remarks are processed.

Table 4.5: % of pupils making 3+ levels of progress in Year 10, 2014-15

Year 10	English			Maths		
	PPG	Non PPG	Difference	PPG	Non PPG	Difference
% 3LOP	60.0	65.2	+5.2	53.8	57.3	+3.5

Table 4.5 shows that Year 10 non-PPG pupils seem to have made more progress in both English and Maths than PPG pupils. The gap between progress rates in English is slightly larger than in Maths although all pupils make better progress in English than in Maths. Using 3 Level of Progress as a measure ignores those pupils that have made progress from the end of KS2 but not as much as 3 whole levels. A better way to compare PPG with non-PPG pupils is to calculate the difference in points score between the end of KS2 English and Maths scores with how the pupils achieved at the end of Year 10⁹.

Table 4.6: Summary of Year 10 English progress, 2014-15

PPG	GCSE Grade Points	KS2 Points	Av. LOP	KS4 Pts - KS2 Pts
T	38.9	26.64	2.7	11.41
F	39	26.60	2.7	11.50

Table 4.6 shows that the difference between English progress points scores between PPG and non-PPG pupils is largely negligible. This can be confirmed using a t-test.

The calculated value of t is 0.3218¹⁰ which is less than the critical value of t of 1.9767 at $p < 0.05$ and 143 degrees of freedom. Therefore we can reject the experimental hypothesis and accept the null hypothesis that there is no significant difference between progress 8 values of PPG pupils and non-PPG pupils. We can

⁹ Full table of points difference in appendix 5

¹⁰ Full t-test calculation found in appendix 6

conclude that any differences in progress 8 values between the two groups of pupils are due to chance.

Table 4.7: Summary of Year 10 Maths progress, 2014-15

PPG	GCSE Grade Points	KS2 Points	Av. LOP	KS4 Pts - KS2 Pts
T	39	27.66	2.6	12.43
F	39.3	26.70	2.7	11.06

Table 4.7 shows that the difference between Maths progress points scores between PPG and non-PPG pupils is larger than the difference for English¹¹. It is notable that the attainment of PPG and non-PPG pupils in their Maths GCSE is virtually the same; however it is the prior attainment which shows a difference. Interestingly PPG pupils seem to have achieved better in Maths at KS2 than non-PPG pupils. The t-test performed on this data shows that the calculated value of t is 0.0623¹² which is less than the critical value of t of 1.9812 at $p < 0.05$ and 113 degrees of freedom. Therefore we can reject the experimental hypothesis and accept the null hypothesis that there is no significant difference between progress 8 values of PPG pupils and non-PPG pupils. We can again conclude that any differences in progress 8 values between the two groups of pupils are due to chance.

4.2b KS4 Progress data analysis

The data from Year 10 shows that PPG and non-PPG pupils seem to be making similar amounts of progress at St Matthew's High School. The attainment grades

¹¹ Full table of points difference in appendix 7

¹² Full t-test calculation found in appendix 8

for both sets of pupils is at the top end of a D grade, which for the end of Year 10 might be just below where senior leaders at the school might wish them to be. On average all pupils in Year 10 have made less than 3 levels of progress. 3LOP is considered to be expected progress rates from KS2-4 and so senior leaders and heads of these two key departments may need to intervene to ensure that at least 85% of pupils achieve 3LOP and a further 40% achieve 4LOP. This might be considered to be 'Outstanding' progress by Ofsted standards. At this point in the learning journey of these students there should be some hope for some positive results to come in June 2016.

4.2c KS3 Progress data

Table 4.8: % of pupils making 2+ sublevels of progress in Year 7-9, 2014-15

% 2+ sublevels per year	English			Maths		
	PPG	Non PPG	Difference	PPG	Non PPG	Difference
Year 7 ¹³	48.5	61.1	12.6	48.5	56.6	8.1
Year 8	78.4	78.3	-0.1	52.4	45.7	-6.7
Year 9	26.1	41.5	15.4	20.8	40.3	19.5

Table 4.8 shows the percentage of pupils in Years 7, 8 & 9 that have made 2, 4 and 6 sublevels of progress respectively. This data shows that PPG pupils in Year 7 have made less progress in both English and Maths than non-PPG pupils. It must be noted that the calculation of progress for Year 7 is taken from an average of KS2 English and Maths as opposed to actual English and Maths levels as the starting

¹³ Calculated using an average of KS2 Eng and Maths rather than actual levels

point. This is due to a change in the data analysis software used by the case study school and is outside the control of school itself.

PPG pupils in Year 8 make more progress than non-PPG pupils. The gap is reversed in Year 9 and is wider than in any other year. However, 6 sublevels of progress might be considered to be an outstanding rate of progress and as such it might be more appropriate to compare the percentage of pupils making 5 sub levels of progress.

4.2d KS3 Progress Data Analysis

The performance of Year 8 stands out as being unusual. The focus on progress has been a recent change at St Matthew's High school with pupils set attainment targets based on the assumption that they will make at least good progress over the course of an academic year. Pupils are measured against these targets three times in an academic year and are judged to see if they are 'on track' to achieve these targets or if they are 'at risk' of missing them or 'off track' completely. These then lead to a variety of intervention strategies to enable pupils to get back on track. These have been targeted first at PPG pupils making use of the pupil premium grant but then are opened up to other pupils as space allows. This seems to have had a positive impact on Year 8.

The Year 7 data suggests that any gap that existed at entry from primary school has not been reversed in the students first year at the school. However the fact that the gap has been reduced, and has in fact been reversed, into Year 8 suggests that

this year group may follow a similar pattern. The results in Year 7 might, however, be a cause for concern as the number of PPG pupils in this year group is the largest in the school, with 33 PPG pupils in Year 7.

The widening gap in Year 9 might also cause senior leaders and heads of these key departments to rethink their approach. Both the English and Maths departments are due to start new KS4 syllabi next academic year. They have both decided to make a start on teaching these new courses in Year 9 and therefore the focus away from properly completing KS3 may have led to the slightly lower rates of progress than might be expected. In future years, the school will move to a 2 year KS3 and 3 year KS4 which will effectively mean that KS3 will end in Year 8. It is unlikely that pupils will make 2 levels of progress in two years so it may result in more pupils nominally missing their end of KS3 target. Ultimately the school is measured on progress between KS2 and KS4 and so it will be for senior leaders to monitor this cohort's progress carefully into Year 10 and throughout KS4.

The limitation of this data is that it does not take account of pupils who have made some progress but not enough to be included in this measure of 2 sublevels. A better way to compare PPG with non-PPG pupils is to calculate the difference in points score between the end of KS2 English and Maths scores with how the pupils achieved at the end of each academic year.

4.2e KS3 Progress in English data

Table 4.9: Summary of Year 7-9 English progress, 2014-15¹⁴

Year	PPG	Av. KS3 Level Points	Av. KS2 Points	Av. LOP	Difference KS3 Pts - KS2 Pts
7	T	32.3	29.3	1.52	3.00
	F	32.6	28.2	1.79	4.40
8	T	35.2	25.3	4.30	8.61
	F	37.1	26.6	4.32	8.64
9	T	36.5	24.6	4.43	8.87
	F	39.0	27.1	5.14	10.57

Table 4.9 shows that the attainment gap in English between PPG and non-PPG in Year 7 has widened from entry. PPG pupils' attainment on entry was higher than non-PPG by 1.1 points whereas this has reversed by the end of the academic year to non-PPG pupils having higher attainment by 0.3. Year 8 has remained constant at 1.7 pts whereas it has widened in Year 9 from 1.5 pts on entry to the school to 2.9 pts by the end of Year 9.

4.2f KS3 Progress in Maths data

Table 4.10: Summary of Year 7-9 Maths progress, 2014-15

Year	PPG	Av.KS3 Level Points	Av. KS2 Points	Av. LOP	Difference KS3 Pts - KS2 Pts
7	T	32.0	29.3	1.36	2.70
	F	32.3	28.0	1.62	4.30
8	T	35.3	25.4	3.43	6.86

¹⁴ Full KS3 progress table found in appendix 9

	F	37.0	28.6	3.17	6.34
9	T	37.6	26.7	4.42	8.83
	F	40.5	28.2	5.29	11.42

Table 4.10 shows that the Maths progress gap between PPG and non-PPG in in Year 7 has widened from entry. PPG pupils' attainment on entry was higher than non-PPG by 1.3 points whereas this has reversed by the end of the academic year to non-PPG pupils having higher attainment by 0.3. Year 8 has widened from 1.3 pts on entry to the school to 1.9 pts at the end of Year 8. However the progress gap in Year 9 has remained constant at 2.5 pts.

A t-test analysis of the pupils' data from each year group shows that there is no significant difference between progress in English or Maths in either Year 7, 8 or 9¹⁵. Despite the apparent differences in the average point scores of PPG and non-PPG pupils the detailed analysis has yielded no significant difference.

4.2g KS3 English and Maths Progress Data Analysis

The variable rates of progress made in Years 7, 8 & 9 does warrant further investigation as it seems as though Year 7 & 9 PPG pupils have made less progress on average than their non-PPG counterparts. Only PPG pupils in Year 8 seem to have made encouraging progress. Overall pupils seem to have made more progress in English during Year 7 & 8. By Year 9, progress in Maths matches that for Maths and with non-PPG pupils exceeds that English non-PPG.

¹⁵ Full t-test calculations of Yr. 7, 8 & 9 progress data in English and Maths found in appendix 10

The quantitative data presented in this section supports the theory that PPG pupils make progress at a rate that is not significantly different to their non-PPG counterparts. We might surmise that St Matthew's High School has made good use of the pupil premium grant as PPG pupils are not at a disadvantage when it comes to progress in English and Maths. However more detailed analysis of how PPG funding has been spent will be needed before such a firm conclusion can be drawn.

4.3 Qualitative data

The PPG Value for Money (VfM) statements published on a schools website outline the amount of Pupil Premium funding it has received, how this money has been spent and the measurable impact that money has had on pupil outcomes. In analysing the PPG VfM statements from 2013-14 and 2014-15 I am looking for common themes between them and as such will help me conclude how the school leadership determine how it will spend this additional money.

The 2013-14 PPG VfM statement in appendix 11 describes the impact of the money received in 2012-13 and sets out the plan for how the school planned to spend the PPG allocation for the following year, 2013-14. In analysing the frequency of repeated words and phrases, the following themes emerged:

2013/14 PPG VfM statement

Teaching, learning, support, encourage, study, skills, home, extended, caring, self-esteem, curriculum, intervention, revision, mentors, tracking, transition, reading, aspiration

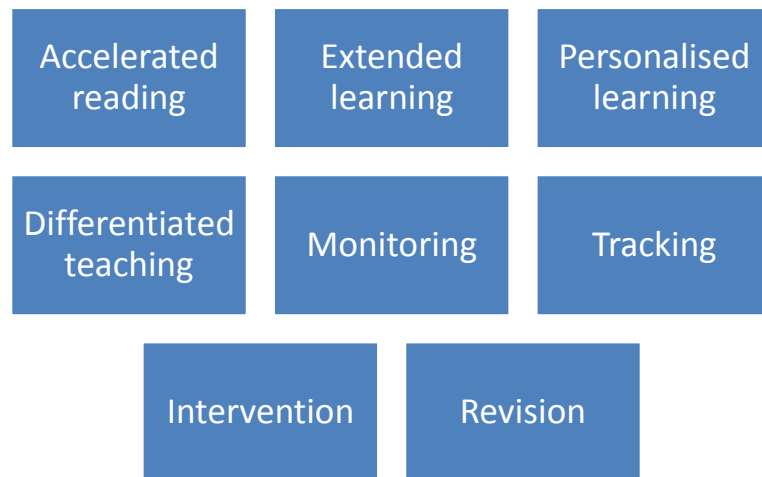
The 2014-15 PPG VfM statement in appendix 12 was analysed in the same way and the following themes emerged:

2014-15 PPG VfM statement

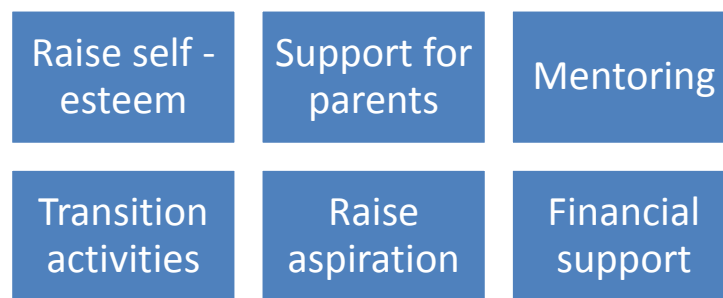
Study, skills, revision, intervention, teaching, learning, differentiation, aspiration, career, support, monitoring, tracking, extended, self-esteem, caring, curriculum, mentors, transition, personalised, encourage, reading

The next stage of a thematic analysis consists of looking for common themes across both texts. In analysing both of the lists above two key themes emerge.

The first relates to the Teaching and Learning in the school.



The second major theme to emerge pertains to the Care, Guidance and Support that pupils receive.



4.4 Qualitative analysis

Looking at these key terms grouped under two key headings of Teaching & Learning and Care, Guidance & Support should enable a clearer understanding of the rationale of the Headteacher and leadership team of the case study school. The focus on enhancing Teaching and Learning is a key area for school improvement. Understanding how developments made by the school in particular aspects of classroom practice, such as differentiated learning styles, have had pupil progress is

key to understanding if the leadership of the school has made good use of pupil premium funding.

It maybe should not be surprising that one of the key themes to emerge from the VfM statements is a focus on Care, Guidance and Support. If the school is living up to its Catholic ethos and maintaining a core value of a preferential option for the poor then it should place the support of its pupils and their families at the heart of how it operates. It is pleasing therefore to see that this theme does emerge from the analysis of the VfM statements.

4.5 Discussion

From the analysis of examination and teacher assessment data I can conclude that PPG pupils make as much progress and their non-PPG counterparts. Any differences in progress rates are statistically insignificant and might be considered to be due to chance. This trend goes against the national picture as outlined in my literature review. A note of caution however should be applied to these findings as my research focuses on a new measure of progress, Progress 8, and to date there has been very little research conducted which tracks the progress rates of PPG and non-PPG pupils using Progress 8. Having said that, the KS3 and Year 10 uses a points difference measure of progress made in English and Maths. Whilst more research has been conducted using this measure, these results would bear further research using a larger sample of schools, Catholic and non-Catholic.

In my qualitative analysis I have looked for common threads that link the themes together in the school's published VfM statement on how PPG funding has been spent. The next stage involves picking out some themes and turning these into a series of 'How' and 'Why' questions which link them together.

Key Questions:

1. Why does a more personalised/differentiated approach to teaching improve progress?
2. Why does a focus on improving reading help raise achievement?
3. Why do schools need to engage with parents more?
4. How does raising aspirations of pupils help support learning?
5. How does increased care, guidance and support for pupils increase pupil progress?

In answer to each question I have used further supporting evidence from individual pupils case studies where available to explain the impact that PPG funding has had on pupil outcomes. I have also drawn reference to aspects from my literature review.

1. Why does a more personalised/differentiated approach to teaching improve progress?

Differentiated teaching is often thought to relate more directly to the teaching of children with special educational needs (SEN). However if the emphasis is on personalised learning as opposed to differentiated learning, the emphasis is on the

teacher to understand the individual needs of his/her class. This means that information on pupils must be accurate and up to date and that teachers use this information in addition to a pupils prior attainment to help plan lessons; lessons that will stretch and challenge each pupil according to their ability. This is not an easy process and can be very time consuming. The fact that this theme emerges from an analysis of the case study school's VfM statements indicates that this may have been highlighted as a specific issue either by the leadership team or as part of a previous Ofsted inspection.

In practical terms, each teacher should be aiming to engage each child in the lesson and make the learning relevant and pitched at the right level/pace for them. Most teachers do this by making use of a variety of teaching styles within the context of a single lesson. Adopting a mixed approach of auditory, visual and kinaesthetic styles will go some way to targeting the particular needs of a class, assuming that information of each students preferred learning style is readily available. Making use of targeted questioning in a lesson can also be effective at supporting the least able in the class as well as stretching and challenging the most able. Formulating questions using Bloom's Taxonomy will ensure that all abilities in the class can succeed and progress. Less able pupils might be asked questions that test their knowledge and understanding whereas more able students might be asked more open ended questions which will challenge their evaluative skills. The highest ability pupils might be asked to synthesise information from more than one source and create a learning resource from them. Thus each lesson becomes a series of

episodes each connected to the main learning objective of the lesson but designed to stimulate and enthuse different students in different ways. Even if an entire lesson is focussed around a particular activity, the variety from one lesson to the next or the ability to find an engaging context will ultimately enable the students to make rapid and sustained progress; the wording in the Outstanding Teaching and Learning criteria from Ofsted.

The case study school has used some of the PPG funding to pay for a series of workshops for teachers on how to better differentiate their lessons. This approach, whilst time consuming and costly, will ultimately benefit the whole school and not just PPG pupils. However, if a lesson is more engaging then pupils are less likely to seek to disrupt the lesson which in turn might lead to a sanction for that pupil. I stated in my literature review that PPG pupils are at least three times more likely to be permanently excluded from their secondary school and three time more likely to have unauthorised absence and be persistently absent from school (NCSL, 2011:11). If lessons are dull and boring then it reduces the chance that a pupil will want to come to school to learn and when they are there they may switch off and disrupt their own learning and that of others.

2. Why does a focus on improving reading help raise achievement?

As mentioned earlier in this analysis, pupils with improved reading ability can better access the curriculum which in turn will help in their ability to understand the material they are learning. The case study school is a boys' school and encouraging

boys to read independently is widely regarded as a key factor in helping them to make progress. A reading book is a basic item of equipment that the school expects all boys to have with them. The school encourages independent reading by each boy having a reading log which they are expected to fill in. Rewards linked to such positive behaviour coupled to a healthy sense of competition can help drive boys' enthusiasm to read. The literacy coordinator in the school has developed reading lists aimed at each year group so the boys are challenged to read more difficult texts as they get older. Pupils from a disadvantaged background may not have been encouraged to read at a young age and therefore it is just as important to make sure that parents are support their children in reading.

3. Why do schools need to engage with parents more?

The Catholic Church recognises that parents are the first educators of their children and that a Catholic school is there to support parents in this responsibility. Therefore it is vitally important that parents are invited into a partnership with the school when it comes to their child's education. Home-school agreements can help to set out what each party can expect from the other and lays the foundation of a solid relationship going forward.

The academic success of a pupil is controlled by a number of variables, many of which are largely beyond the control of the school itself. However parents are able to better support their children's development if they are well fed, well rested and provided with an emotionally stable upbringing. With the wide variety of difficulties

that exist in society, family life comes under intense pressure and as such some families struggle to cope. The role of the school becomes increasingly important in these situations, providing families with a safe and stable influence when daily hassles are high. The case study school helps support parents and pupils by providing somewhere safe and well-resourced to complete homework. Study club is staffed by learning support assistants each evening after school in one of the school's computer rooms. This simple facility enables pupils that do not have somewhere at home to study or access to IT facilities or the internet, somewhere where they can not only get on with their work, but also get help if they get stuck. The school has moved away from homework to 'extended learning' and as such expects the students to engage in meaningful work each evening even if no specific task is set by their teachers to complete. Lessons are devoted in curriculum time in Year 7 to teach pupils study skills so they know how to extend their own learning so that they can make the best use of their study time outside of lessons.

Sometimes a parent's own experience of their time at school can mean that they are reluctant to attend parent evenings. The attendance of PPG parents at their son's parent evenings has been monitored by the school and has been shown to be in line with attendance by non-PPG parents. Non-attenders receive a follow up appointment at an appropriate time when a member of Pastoral team and the Pupil Progress team meet with them to go through the subject reports they would have received had they attended. Those parents who fail to attend either opportunity are

considered to be 'hard to reach' and are then sent a personal invitation in advance of the next parent evening at school.

Further subject specific support is available to parents so they are able to help their sons with their work. For example a study skills evening which focuses on English, Maths and Science is run for Key Stage 3, Year 10 and Year 11. The Maths department have developed a further evening where pupils and their parents work on Maths problems together in a risk free, supportive environment. It enables the boys to mentor their parents in the way they are learning Maths, which, in many cases, is different to the way their parents learnt how to tackle problems. This is another way that the school helps parents to further support their sons which has been shown to increase progress by 2-3 months on average.

4. How does raising aspirations of pupils help support learning?

This aspects scores relatively low on the Sutton Trust and Educational Endowment Foundation toolkit. However the case study school has included it as it felt that while pupils had high aspirations, they lacked the knowledge and skills to be able to achieve them. By making use of projects such as Jack Petchey and the 'Be the best you can be' programme, it has helped students to set goals which are achievable and realistic but also helped them develop the skills to be able to realise their ambition. One such case is that of a Year 9 PPG pupil who is a particularly gifted athlete and footballer. They had the ability and ambition but as they were from a

deprived background could not afford the cost of running spikes. The school used PPG money to buy him some running spikes and later that year he represented the school at the county athletics event, winning his race. He has subsequently won other events in athletics and is on the verge of representing the county at athletics. He is also a mainstay of the school football team and the PE department decided to run a tour to Holland over October half term. The cost of this tour was in excess of £300 and would have been too much for his family to afford. A case was presented to the Headteacher and Governor in charge of allocating PPG money and it was decided that he would be supported to attend. The benefits to this student in terms of social skills and having the chance to experience a different culture are just as important as academic achievement. This particular student had been considered by some staff to be disruptive in lessons but since the football tour he has settled down in class and has made steady progress. While this was not the intended outcome it has meant that the funding has had a positive impact on his learning.

5. *Why do increased care, guidance and support for pupils increase pupil progress?*

By creating a caring environment, children are more likely to thrive and flourish both as children and as learners

(Case study school prospectus, 2015)

This quote from the schools prospectus places its intentions firmly at the outset of a child's learning journey with the school. It sets the promise to parents that their children will be cared for by the staff at the school and by doing so will help to

create the right conditions so they can thrive. The greenhouse analogy is not far from the truth. With the right temperature, light and water a plant can shoot up and produce good fruit. The gardener must also keep away all pests and diseases which can damage the plant and spoil the produce.

Jesus uses this same imagery when describing His role in the church.

I am the vine, you are the branches.

(John; 15:5)

Jesus states that His father will cut off branches that do not bear fruit and prune branches so they will bear more fruit. As a Catholic school taking Jesus as our role model, we promote Gospel values and are called to show the same tending loving care that God the Father shows for the vine in the story. The pruning might be regarded as correcting pupils when they make mistakes, either in their work or in their behaviour. We might need to eradicate some poor behaviour or expect pupils to redo a piece of work that isn't up to standard. This may not be understood by the pupils at the time but by correcting/pruning mistakes they will be able to produce more fruit in the future.

Care, guidance and support can take many forms. From helping a pupil with their work, to discussing with them their option choices, to advising them on which University or course to apply for role of the school is to consider what is best for that individual. This means that each conversation with each student is likely to be different. Staff that take the time to engage in these types of conversations are

often the ones that pupils remember when they leave the school as they are involved in some of the big decisions that might affect a young person's future. If a pupil is on the right course or knows where they are going in the future, they are more likely to work hard and make good progress. The student who has to take a course because there is nothing else for them to do won't want to work hard and as such may under achieve.

4.6 Summary

In this chapter I have analysed examination and teacher assessment data to find out if there is any difference between the progress made by PPG and non PPG pupils. I have also analysed the VfM statement published by the school on how PPG funding is spent.

In conclusion, the steps taken by the school to ensure that the gap between PPG pupils and non-PPG pupils seems to be having a positive effect, at least in the progress made in English and Maths in the lower school and in Progress 8 in examination results. This trend goes against the wider national picture and further supports the idea that Catholic schools do show a preferential option for the poor.

However as I have stated previously, there are a number of extraneous variables at work when it comes to how much progress an individual student makes and each cohort is different. We should also not draw too firm a conclusion based on one case study school as it is difficult to generalise findings to all Catholic schools.

An analysis of the 'Value for money' statements produced by the case study school shows a focus on Teaching and Learning and Care, Guidance and Support has been the main focus of PPG funding up to now. It seems clear from the examination and assessment data that this is having a positive effect on PPG progress rates. Whilst the school should be praised for the impact it is having on PPG pupils there might be areas where further improvements might still be made.

In the next chapter I will seek to make recommendations based on the evidence from my research for the leadership team of the case study Catholic school as well as wider recommendations for other Catholic and non-Catholic schools.

Chapter 5 Conclusion

5.1 Introduction

In this chapter I shall review the key themes of this dissertation and reflect on the implication of these findings on leadership in Catholic schooling. I will then make some recommendations of specific and measurable targets for the school to set out to achieve in the light of my results.

5.2 Implications for leadership in a Catholic School

Catholic schools have made and continue to make a significant contribution to the educational landscape in society. However in a competitive educational arena where schools battle for the attention of parents using exam success as weapons, a school that naturally aligns itself to the disadvantaged may be putting itself at risk.

The balance between being a welcoming and caring learning community and one that strives for excellence is a tension for all leaders in Catholic education.

Investment in pastoral care is part of the Church's commitment to the poor. In the Literature review I highlighted the work of such luminaries and Jean Baptiste La Salle, John Bosco and St. Angela Merici who demonstrated so clearly that these do not have to be opposing forces. Professor Gerald Grace (1998: 8) reflected on this developing situation 13 years ago when he stated:

Catholic schools in England face challenges in the future from a new culture of education which...involves...the marketization of school cultures and processes and the celebration of...success, regardless of the fate of other schools. These developments do not articulate easily with Catholic values,

where spiritual and moral culture is given precedence over material success, where education is seen as a service and not a product...Can Gospel values survive in the face of a more direct relationship with the market place and education?

(Grace in Hayes, M. and Gearon, L., eds.; 2002: 8)

As I have demonstrated in this dissertation, Catholic schools have generally performed well academically despite the focus on disadvantaged pupils. It is vital that leaders in Catholic school maintain the Catholic 'mission integrity' while continuing to strive for high standards.

5.3 Limitations and suggestions for further research

The limitations of this research were that the assessment data for KS3 is only based on English and Maths. The lack of a solid baseline in other subjects means that I could not explore progress made in a wider range of subjects. Progress 8 as a measure was only introduced last year and so it is only available for exam data from 2014 and 2015. As more time passes a fuller picture will build up on which to base more solid conclusions. A weakness of a quantitative method is that the results are only as good as the data that goes in. There are a number of variables beyond the control of the researcher which can confound the results and weaken the reliability of any conclusions drawn.

The analysis of the Value for Money statements would have been supported if I had been able to speak to PPG pupils and find out their opinion about how the money has been spent. While I was able to make use of some case studies, the chance to interview PPG pupils and ask them about their school experience would be an area

for further research and would add to the richness of evidence for analysis. A weakness of a thematic analysis is that it is open to researcher bias; the conclusions drawn can be affected by my own background and beliefs.

We should also be cautious about generalising the findings from this single case study school to all Catholic Schools. There is a danger in oversimplifying the results in an attempt to develop overarching conclusions.

The chance to carry out the same analysis on data from other Catholic schools and compare them with non-Catholic schools would also give me more confidence in concluding that it is the Catholic identity of the school which means that it is better able to support PPG pupils. There are examples of non-Catholic schools that support disadvantaged pupils well, although the ethos that runs throughout those institutions would seem to be based on Christian principles (Ofsted, 2009).

5.4 Recommendations for further improvement

The school has already developed a Pupil Premium Project in which it proposed 10 changes to be made to aspects of teaching and learning so as to further improve the progress rates of PPG pupils. It has a member of the leadership team whose is directly responsible for tracking and reporting on the progress of PPG pupils which is done termly through the SLT report. It has appointed a Governor who oversees the work of the school in relation to PPG pupils who holds the school to account for

how it spends the PPG funding. The school needs to maintain this high standard by making sure that PPG is included in the School Development Plan. It needs to set targets for progress and achievement of all pupils but also for PPG pupils.

The following recommendations would add to the existing success of the school:

1. Vision, values and high expectations: It is important that pupils set themselves high expectations. Since the demise of the Aim Higher programme, funding has dried up to enable pupils from disadvantaged areas to have an experience of a University; showing them that coming from an area with a low University attendance is not a barrier to success. Schools have a duty to offer independent advice and guidance on higher, further education and employment. PPG pupils should be top of this list for a careers guidance interview along with SEN pupils.
2. Attracting, recruiting, retaining and developing staff: A school that cherishes its staff are more likely to attract new staff when it needs to as well as retain and develop the ones it has. A strong induction programme for new staff coupled with Continuing Professional Development (CPD) is essential. All new staff to a Catholic school should have an induction programme that will set the context for Catholic education and ensure that all staff understand the place of the poor in Catholic education. It will mean that care for the poorest in the school community is embedded in all staff and not just seen as a 'bolt-on'.

3. Establishing disciplined learning and consistent staff behaviour: This approach will benefit all pupils in the school not just those from disadvantaged backgrounds. If there is little or no discipline at home, the school becomes a surrogate family and instil in those students the self-discipline needed to learn. The role of staff in establishing these clear consistent boundaries means that pupils feel safe and able to take risks in their learning, which in turn helps them to progress faster.
4. Assuring the quality of teaching and learning: Teaching and Learning is a key component to school improvement. If the daily experience in the classroom is consistently high then pupils will make rapid and sustained progress. Robust monitoring of teaching and learning will enable school leaders to identify areas of good practice to be shared as well as support weaker teaching. Pupils from disadvantaged backgrounds are more affected by poor quality teaching than other pupils so it is essential that schools get this right.
5. Leading and building leadership capacity: The role of the Head teacher in shaping school improvement cannot be understated. They communicate the vision and set the tone for the school. A school with a model of distributed leadership with effective teams working collaboratively is not something that happens overnight. Head teachers need to be prepared to model servant leadership of care and concern towards the poor. The realities of disadvantaged pupils will be more tangible and as such they

might be less likely to make decisions that will impact negatively on their experiences.

6. Provide a relevant, enriched and attractive curriculum which enhances literacy: One use of PPG funding could be to pay for Year 7 catch up literacy and numeracy classes. As I have shown, if there is a gap when students arrive in the school it can be closed with prompt action.
7. Assessment, progress tracking and target setting: The case study school at the centre of my research was praised by Ofsted for the way it sets challenging but achievable targets then assesses and tracks progress made towards those targets. The data is only as robust as the grades and levels that are submitted, so it is vital that a work scrutiny and/or a lesson observation is carried out to check the validity of the data being put into the system.
8. Inclusion – no student is left behind: Inclusion is more than just making sure that fixed term exclusion rates are low, although this is part of it. It is a culture that ensures that pupils are listened to; that they have a voice and that voice is important. Inclusion also means making sure that the poorest families are thought about when key decisions are made in the school. For example if there was a proposed change in the uniform, what might the implication of that decision be on poor families? This should underpin all decisions like this in all Catholic schools.
9. Share excellence: partnering other schools in difficulty and improving them: Good and Outstanding Catholic schools have a duty to share their excellence

with other schools. Just as we have a duty to share the good news of the gospel. Catholic schools should work in partnership and not in competition with other schools in the local area; Catholic and non-Catholic alike.

Therefore if a school is enabling PPG pupils to make as much progress as non-PPG pupils, as this case study school has, it should seek to share this with other schools so all pupils can benefit.

10. Supporting the local community: Schools that are located in particularly disadvantaged areas also have a responsibility to their local community.

This might take the form of offering training or qualifications to parents and members of the wider school community, thus enabling them to get back to work or to move on in their career. This can be especially important for migrant families where English may not be spoken much at home. Enabling parents to learn English will help them gain employment but will also support their children in their school work. It could even involve working with wider community groups to promote community cohesion.

5.5 Final reflection

I will leave my last reflection to the words of the Catholic Bishops of England and Wales when in 1996 they wrote a paper entitled; *The Common Good and the Catholic Church*. In it they reflect on Vatican documents relating to Catholic Social Teaching stretching back to *Rerum Novarum* by Pope Leo XIII in 1891 to *Veritas Splendor* by Pope John Paul II in 1993. I have chosen to use this statement as the final reflection for this dissertation:

People who are poor and vulnerable have a special place in Catholic teaching: this is what is meant by the "preferential option for the poor". Scripture tells us we will be judged by our response to the "least of these", in which we see the suffering face of Christ himself.

(Catholic Bishops of England & Wales; 1996: 10)

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Appendix 1 – PPG Progress 8 score exam data 2014

Students Attainment/Prog 8 View						
KS4 13/14 Exams Report - Last Published: 02/03/2015 10:08:46						
Calculated using the grades counting towards the School Performance.						
Student ID	PPI	Attainment 8	Avg Attainment 8 Grade	Estimated Att 8	Progress 8	Grades Included
6807	T	69	6.9	62.02	0.7	8
6819	T	35	3.5	26.04	0.9	6
6956	T	32	3.2	26.04	0.6	8
6831	T	49	4.9	42.26	0.67	8
6836	T	64	6.4	52.84	1.12	8
6837	T	35	3.5	40.42	-0.54	7
6842	T	63	6.3	50.67	1.23	8
6847	T	52	5.2	52.84	-0.08	8
6862	T	61	6.1	64.46	-0.35	8
6874	T	70	7	69.72	0.03	8
6911	T	42	4.2	46.37	-0.44	7
6890	T	51	5.1	36.55	1.45	8
7207	T	44	4.4	52.84	-0.88	8
7208	T	55	5.5	52.84	0.22	8
6904	T	48	4.8	52.84	-0.48	8
7449	T	10	1	-	-	3
6912	T	45	4.5	46.37	-0.14	7
6917	T	72	7.2	69.72	0.23	8
6927	T	38	3.8	40.42	-0.24	8
6931	T	64	6.4	57.33	0.67	8
6932	T	71	7.1	64.46	0.65	8
6945	T	44	4.4	46.37	-0.24	8
7450	T	38	3.8	31.75	0.63	8
6808	F	46	4.6	33.02	1.3	8
6809	F	47	4.7	46.37	0.06	7
6810	F	47	4.7	42.26	0.47	8
6811	F	59	5.9	57.33	0.17	8
6812	F	70	7	52.84	1.72	8
6813	F	76	7.6	74.71	0.13	8
6814	F	29	2.9	33.02	-0.4	8
6816	F	0	0	-	-	3
6817	F	65	6.5	42.26	2.27	8
6818	F	68	6.8	62.02	0.6	8
6820	F	41	4.1	36.55	0.45	8

6821	F	30	3	26.04	0.4	6
6822	F	46	4.6	50.67	-0.47	8
7448	F	50	5	40.42	0.96	8
6823	F	62	6.2	52.84	0.92	8
6824	F	31	3.1	26.04	0.5	8
6825	F	42	4.2	57.33	-1.53	8
6826	F	61	6.1	46.37	1.46	8
6827	F	53	5.3	50.67	0.23	8
6828	F	49	4.9	57.33	-0.83	8
6829	F	50	5	42.26	0.77	8
6830	F	69	6.9	62.02	0.7	8
6832	F	73	7.3	69.72	0.33	8
6833	F	68	6.8	52.84	1.52	8
6835	F	43	4.3	36.55	0.65	8
6838	F	63	6.3	57.33	0.57	8
6839	F	48	4.8	57.33	-0.93	8
6886	F	71	7.1	69.72	0.13	8
6840	F	69	6.9	69.72	-0.07	8
6841	F	34	3.4	42.26	-0.83	8
6843	F	14	1.4	24.98	-1.1	5
6844	F	48	4.8	33.02	1.5	8
6845	F	42	4.2	36.55	0.55	8
6846	F	49	4.9	46.37	0.26	8
6848	F	54	5.4	52.84	0.12	8
7202	F	40	4	40.42	-0.04	8
6849	F	42	4.2	36.55	0.55	7
6850	F	44	4.4	46.37	-0.24	8
6851	F	60	6	36.55	2.35	8
6852	F	43	4.3	42.26	0.07	8
6853	F	71	7.1	62.02	0.9	8
6854	F	24	2.4	28.39	-0.44	8
6855	F	60	6	52.84	0.72	8
6856	F	53	5.3	46.37	0.66	8
6857	F	66	6.6	46.37	1.96	8
6858	F	74	7.4	62.02	1.2	8
6860	F	56	5.6	42.26	1.37	8
6861	F	63	6.3	52.84	1.02	8
6863	F	68	6.8	62.02	0.6	8
6864	F	55	5.5	50.67	0.43	8
6865	F	74	7.4	36.55	3.75	8
6866	F	43	4.3	40.42	0.26	8
6867	F	69	6.9	57.33	1.17	8
6868	F	65	6.5	62.02	0.3	8
6869	F	67	6.7	57.33	0.97	8

6870	F	60	6	62.02	-0.2	8
6871	F	52	5.2	42.26	0.97	8
6872	F	52	5.2	42.26	0.97	8
6873	F	43	4.3	33.02	1	7
6875	F	65	6.5	57.33	0.77	8
6876	F	45	4.5	50.67	-0.57	8
6877	F	57	5.7	-	-	8
6878	F	61	6.1	52.84	0.82	8
6879	F	60	6	52.84	0.72	8
6880	F	54	5.4	42.26	1.17	8
6881	F	68	6.8	69.72	-0.17	8
6883	F	50	5	36.55	1.35	8
7722	F	47	4.7	-	-	7
6884	F	33	3.3	33.02	0	8
6885	F	57	5.7	57.33	-0.03	8
6887	F	36	3.6	52.84	-1.68	6
6888	F	52	5.2	40.42	1.16	8
6889	F	56	5.6	50.67	0.53	8
7709	F	39	3.9	-	-	8
7200	F	76	7.6	-	-	8
6891	F	56	5.6	57.33	-0.13	8
6892	F	60	6	46.37	1.36	8
7212	F	66	6.6	62.02	0.4	8
6893	F	62	6.2	52.84	0.92	8
6894	F	63	6.3	52.84	1.02	8
6896	F	53	5.3	42.26	1.07	8
6897	F	64	6.4	52.84	1.12	8
6899	F	45	4.5	33.02	1.2	7
6900	F	50	5	52.84	-0.28	8
6901	F	53	5.3	50.67	0.23	8
6902	F	39	3.9	33.02	0.6	8
6903	F	49	4.9	50.67	-0.17	8
6905	F	61	6.1	64.46	-0.35	8
6906	F	53	5.3	46.37	0.66	8
6907	F	45	4.5	42.26	0.27	8
6908	F	60	6	-	-	8
6909	F	52	5.2	52.84	-0.08	8
6910	F	62	6.2	46.37	1.56	8
6914	F	56	5.6	52.84	0.32	8
6916	F	39	3.9	46.37	-0.74	8
6918	F	70	7	62.02	0.8	8
6919	F	22	2.2	26.04	-0.4	6
7723	F	28	2.8	64.46	-3.65	4
6921	F	52	5.2	50.67	0.13	8

6922	F	43	4.3	42.26	0.07	8
6923	F	60	6	62.02	-0.2	8
6925	F	37	3.7	-	-	8
6926	F	64	6.4	50.67	1.33	8
6979	F	61	6.1	52.84	0.82	8
6928	F	54	5.4	57.33	-0.33	8
7975	F	36	3.6	50.67	-1.47	7
6929	F	22	2.2	-	-	8
6940	F	58	5.8	42.26	1.57	8
6933	F	63	6.3	52.84	1.02	8
6934	F	46	4.6	40.42	0.56	8
6935	F	63	6.3	50.67	1.23	8
7217	F	41	4.1	46.37	-0.54	8
6936	F	65	6.5	57.33	0.77	8
6937	F	57	5.7	46.37	1.06	8
6938	F	59	5.9	62.02	-0.3	8
6939	F	57	5.7	50.67	0.63	8
6941	F	45	4.5	36.55	0.85	7
6942	F	51	5.1	46.37	0.46	8
7698	F	50	5	28.39	2.16	8
6944	F	31	3.1	26.04	0.5	8
6946	F	56	5.6	52.84	0.32	8
6949	F	47	4.7	46.37	0.06	8
6951	F	66	6.6	64.46	0.15	8
6953	F	51	5.1	52.84	-0.18	7
6955	F	41	4.1	40.42	0.06	8
Summary	F	52.41	5.24	48.54	0.46	
Summary	T	50.09	5.01	49.33	0.26	
Summary	ALL	52.05	5.2	48.67	0.42	

Appendix 2 – Independent t test results 2014 exam cohort

P value and statistical significance:

The two-tailed P value equals 0.3298

By conventional criteria; this difference is considered to not be statistically significant.

Confidence interval:

The mean of Group One minus Group Two equals -0.1970

95% confidence interval of this difference: From -0.5951 to 0.2012

Intermediate values used in calculations:

$t = 0.9781$

$df = 137$

standard error of difference = 0.201

Review your data:

Group	PPG	Non-PPG
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Mean	0.2595	0.4565
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SD	0.6407	0.9014
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SEM	0.1366	0.0833
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N	22	117
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Appendix 3 – PPG Progress 8 score exam data 2015

Students Attainment/Prog 8 Summary View						
KS4 14/15 Exams Report - Last Published: 19/08/2015 17:32:36						
Calculated using the grades counting towards the School Performance.						
Student ID	PP I	Attainment 8	Avg Attainment 8 Grade	Estimated Att 8	Progress 8	Grades Included
6985	T	50	5	57.33	-0.733	10
7455	T	37	3.7	57.33	-2.033	8
6988	T	45	4.5	52.84	-0.784	9
6989	T	26	2.6	52.84	-2.684	6
6991	T	45	4.5	46.37	-0.137	10
7456	T	55	5.5	57.33	-0.233	10
7987	T	58	5.8	57.33	0.067	10
7031	T	57	5.7	46.37	1.063	10
7062	T	41	4.1	57.33	-1.633	10
7065	T	74	7.4	36.55	3.745	10
7721	T	69	6.9	57.33	1.167	10
7195	T	24	2.4	31.75	-0.775	8
7080	T	54	5.4	36.55	1.745	10
7081	T	52	5.2	36.55	1.545	10
7083	T	36	3.6	46.37	-1.037	10
7101	T	58	5.8	57.33	0.067	10
7719	T	50	5	46.37	0.363	10
7118	T	53	5.3	46.37	0.663	10
7713	F	64	6.4	52.84	1.116	10
7984	F	55	5.5	-	-	10
6981	F	51	5.1	42.26	0.874	10
6982	F	37	3.7	40.42	-0.342	8
6983	F	57	5.7	50.67	0.633	10
6986	F	64	6.4	50.67	1.333	10
6987	F	56	5.6	69.72	-1.372	10
6990	F	50	5	46.37	0.363	10
6993	F	64	6.4	50.67	1.333	10
6994	F	62	6.2	62.02	-0.002	10
6995	F	58	5.8	62.02	-0.402	10
6997	F	50	5	62.02	-1.202	10
6998	F	68	6.8	64.46	0.354	10
6999	F	66	6.6	69.72	-0.372	10
7000	F	55	5.5	46.37	0.863	10
7001	F	57	5.7	62.02	-0.502	10

7002	F	59	5.9	40.42	1.858	10
7003	F	51	5.1	64.46	-1.346	10
7005	F	63	6.3	36.55	2.645	10
7006	F	72	7.2	62.02	0.998	10
7007	F	44	4.4	-	-	8
7009	F	51	5.1	36.55	1.445	10
7010	F	52	5.2	50.67	0.133	10
7011	F	49	4.9	57.33	-0.833	10
7012	F	52	5.2	42.26	0.974	10
7014	F	57	5.7	50.67	0.633	10
7015	F	64	6.4	52.84	1.116	10
7016	F	50	5	40.42	0.958	10
7017	F	59	5.9	69.72	-1.072	10
7018	F	32	3.2	46.37	-1.437	10
7019	F	46	4.6	46.37	-0.037	10
7020	F	61	6.1	57.33	0.367	10
7021	F	70	7	64.46	0.554	10
7022	F	72	7.2	62.02	0.998	10
7023	F	51	5.1	64.46	-1.346	9
7024	F	44	4.4	40.42	0.358	9
7203	F	58	5.8	62.02	-0.402	10
7025	F	62	6.2	62.02	-0.002	10
7026	F	63	6.3	64.46	-0.146	10
7027	F	62	6.2	46.37	1.563	10
7028	F	71	7.1	69.72	0.128	10
7029	F	67	6.7	46.37	2.063	10
7030	F	63	6.3	50.67	1.233	10
7032	F	49	4.9	40.42	0.858	10
7033	F	65	6.5	52.84	1.216	10
7034	F	57	5.7	46.37	1.063	9
7035	F	54	5.4	50.67	0.333	10
7036	F	63	6.3	62.02	0.098	10
7037	F	51	5.1	62.02	-1.102	10
7038	F	63	6.3	57.33	0.567	10
7720	F	37	3.7	-	-	8
7039	F	63	6.3	57.33	0.567	10
7042	F	61	6.1	52.84	0.816	10
7044	F	66	6.6	64.46	0.154	10
7045	F	53	5.3	50.67	0.233	10
7046	F	57	5.7	46.37	1.063	10
7047	F	60	6	50.67	0.933	10
7048	F	66	6.6	40.42	2.558	10
7049	F	63	6.3	52.84	1.016	10
7050	F	43	4.3	46.37	-0.337	10

7051	F	64	6.4	69.72	-0.572	10
7052	F	41	4.1	36.55	0.445	8
7053	F	63	6.3	74.71	-1.171	10
7054	F	57	5.7	57.33	-0.033	10
7055	F	58	5.8	57.33	0.067	10
7056	F	36	3.6	31.75	0.425	9
7057	F	60	6	57.33	0.267	10
7058	F	70	7	69.72	0.028	10
7059	F	48	4.8	46.37	0.163	10
7060	F	62	6.2	64.46	-0.246	10
8249	F	23	2.3	-	-	6
7061	F	62	6.2	40.42	2.158	10
7063	F	69	6.9	42.26	2.674	10
7064	F	32	3.2	31.75	0.025	8
7066	F	62	6.2	62.02	-0.002	10
7067	F	65	6.5	57.33	0.767	10
7458	F	34	3.4	-	-	7
7069	F	69	6.9	50.67	1.833	10
7213	F	77	7.7	74.71	0.229	10
7070	F	49	4.9	52.84	-0.384	10
7072	F	64	6.4	46.37	1.763	10
7074	F	62	6.2	57.33	0.467	10
7983	F	36	3.6	-	-	9
7459	F	54	5.4	-	-	10
7077	F	62	6.2	57.33	0.467	10
7995	F	32	3.2	-	-	8
7082	F	46	4.6	46.37	-0.037	10
7724	F	45	4.5	-	-	9
7084	F	70	7	62.02	0.798	10
7085	F	58	5.8	50.67	0.733	10
7086	F	47	4.7	50.67	-0.367	10
7087	F	73	7.3	64.46	0.854	10
7088	F	15	1.5	36.55	-2.155	6
7091	F	58	5.8	62.02	-0.402	10
7092	F	43	4.3	42.26	0.074	10
7093	F	44	4.4	42.26	0.174	10
7095	F	58	5.8	50.67	0.733	10
7096	F	71	7.1	62.02	0.898	10
7097	F	37	3.7	42.26	-0.526	10
7098	F	50	5	50.67	-0.067	10
7099	F	47	4.7	-	-	10
7103	F	69	6.9	64.46	0.454	10
7104	F	76	7.6	64.46	1.154	10
7106	F	65	6.5	62.02	0.298	10

7107	F	71	7.1	50.67	2.033	10
7209	F	58	5.8	46.37	1.163	10
7109	F	23	2.3	31.75	-0.875	8
7110	F	55	5.5	62.02	-0.702	10
7111	F	50	5	42.26	0.774	9
7112	F	64	6.4	46.37	1.763	10
7113	F	46	4.6	31.75	1.425	9
7115	F	33	3.3	33.02	-0.002	8
7116	F	47	4.7	-	-	10
7117	F	58	5.8	46.37	1.163	10
7612	F	49	4.9	57.33	-0.833	10
7121	F	57	5.7	62.02	-0.502	10
7122	F	15	1.5	24.98	-0.998	5
7123	F	69	6.9	62.02	0.698	10
7124	F	33	3.3	42.26	-0.926	9
7125	F	56	5.6	42.26	1.374	10
7126	F	51	5.1	46.37	0.463	10
7128	F	76	7.6	69.72	0.628	10
7129	F	60	6	62.02	-0.202	10
7446	F	50	5	-	-	10
7445	F	50	5	-	-	10
7130	F	55	5.5	36.55	1.845	10
Summary	T	49.11	4.91	48.9	0.021	
Summary	F	55.07	5.51	52.58	0.393	
Summary	ALL	54.33	5.43	52.07	0.342	

Appendix 4 Independent t-test results 2015 exam cohort

P value and statistical significance:

The two-tailed P value equals 0.1592

By conventional criteria, this difference is considered to be not statistically significant.

Confidence interval:

The mean of Group One minus Group Two equals -0.37193

95% confidence interval of this difference: From -0.89169 to 0.14782

Intermediate values used in calculations:

$t = 1.4158$

$df = 129$

standard error of difference = 0.263

Review your data:

Group	Group One	Group Two
Mean	0.02089	0.39282
SD	1.52288	0.93921
SEM	0.35895	0.08835
N	18	113

Appendix 5 – 2015 Year 10 English Progress

Students Qualification View for English Lang								
KS4 15/16 Assessment - Yr. 10 Exam, WG Jly15 Report - Last Published: 14/07/2015 13:09:05								
Student ID	PPI	Grade	Grade Points	Residual	KS2 Level	KS2 Points	LOP	Grd Pts - KS2 Pts
7220	T	C	40	-3.6	5c	30.3	2	9.7
7224	T	C	40	2.4	4b	27.7	3	12.3
7231	T	D	34	-2.7	4a	28.3	2	5.7
7233	T	B	46	3	5c	30.3	3	15.7
7238	T	D	34	-3.8	4c	25.7	2	8.3
7241	T	C	40	0	4b	27.7	3	12.3
7255	T	C	40	2	4b	26.3	3	13.7
7368	T	B	46	5.4	5c	30.3	3	15.7
7268	T	F	22	-6.7	3b	20.3	1	1.7
7274	T	A	52	6	5c	31	4	21
7277	T	C	40	-1.1	4a	29.7	3	10.3
7286	T	D	34	-2.2	4c	25.7	2	8.3
7288	T	C	40	-10.9	4c	25	3	15
7292	T	B	46	-3.3	4a	29.7	4	16.3
7297	T	C	40	-8.2	5c	31.7	2	8.3
7300	T	B	46	6.6	5b	32.3	3	13.7
7301	T	C-	40	-2.4	4b	26.3	3	13.7
7307	T	B	46	-2.2	5c	31	3	15
7452	T	C	40	-0.6	4a	29.7	3	10.3
7319	T	E	28	-5.3	4c	25	1	3
7332	T	A	52	1.6	5b	32.3	4	19.7
7333	T	C	40	2.7	4b	27	3	13
7336	T	C	40	6	4b	26.3	3	13.7
7341	T	D	34	3	4a	28.3	2	5.7
8262	T	C	40	3.6	N	0	-	
7366	T	B	46	-4.4	4a	29	4	17
7352	T	D	34	-6	5c	31	1	3
7353	T	D	34	0.7	3a	23	3	11
7362	T	E	28	-3.3	4c	25.7	1	2.3
7361	T	D	34	0.7	4c	25	2	9
7363	T	D	34	-2.3	4b	27.7	2	6.3
7218	F	C	40	2.4	4c	25	3	15
7219	F	E	28	-9	4c	24.3	1	3.7
7714	F	D	34	-1.8	4c	25.7	2	8.3
7222	F	B	46	0.6	4a	29.7	4	16.3
7716	F	B	46	-6.6	5b	32.3	3	13.7

7223	F	C	40	0	4b	27.7	3	12.3
7225	F	D	34	-4.8	4b	27.7	2	6.3
7226	F	B	46	-0.6	5b	32.3	3	13.7
7227	F	A	52	11.5	5b	32.3	4	19.7
7228	F	B	46	-3.3	5c	31	3	15
7229	F	D	34	-2.7	3b	21	3	13
7230	F	B	46	-2	5c	31.7	3	14.3
7232	F	C	40	-5.4	5c	31	2	9
7234	F	C-	40	4.8	4c	24.3	3	15.7
7235	F	C	40	-4.8	5c	31.7	2	8.3
7442	F	B	46	-2.2	5c	31.7	3	14.3
7236	F	B	46	2.4	4b	27.7	4	18.3
7994	F	E	28	-3	N	0	-	
7252	F	C-	40	3.6	4b	27	3	13
7237	F	C	40	-5.5	4a	29	3	11
7239	F	B	46	6	4a	28.3	4	17.7
7240	F	C	40	4.8	4c	25	3	15
7242	F	B	46	3.6	5c	30.3	3	15.7
7243	F	C	40	-5.4	5c	31	2	9
7244	F	B	46	2.2	5c	31	3	15
7245	F	C-	40	0.6	4c	25.7	3	14.3
7246	F	E	28	-7.2	5b	32.3	0	-4.3
7247	F	B	46	2.7	4a	29	4	17
7248	F	B	46	-6	5b	33	3	13
7249	F	C	40	-3.6	4a	28.3	3	11.7
7250	F	B	46	0	5c	31	3	15
7251	F	C	40	-0.7	4a	29	3	11
7253	F	B	46	0.6	4b	27	4	19
8272	F	D	34	3.6	N	0	-	
7254	F	B	46	0.6	4c	25.7	4	20.3
8277	F	D	34	7.2	N	0	-	
7257	F	C	40	0.6	4b	26.3	3	13.7
7258	F	C	40	0.7	4b	27	3	13
7259	F	C	40	12	4c	24.3	3	15.7
7260	F	D	34	-3.6	4b	27	2	7
7261	F	C	40	-9.8	5c	31	2	9
7262	F	A	52	7.2	5c	31.7	4	20.3
7263	F	D	34	-1.8	4c	24.3	2	9.7
7265	F	D	34	-6.7	5c	31	1	3
7266	F	C	40	-2	4a	29	3	11
7267	F	D	34	-4	4b	26.3	2	7.7
7269	F	C	40	1.6	4b	27	3	13
7271	F	C	40	4	4b	26.3	3	13.7
7272	F	B	46	3.3	5b	32.3	3	13.7

7273	F	C	40	1.8	5b	32.3	2	7.7
7275	F	C	40	-5.5	5b	32.3	2	7.7
7276	F	C	40	-7.8	4c	25.7	3	14.3
7278	F	B	46	-4.2	5b	32.3	3	13.7
7279	F	C	40	0.7	4b	27	3	13
7280	F	B	46	5.5	5c	31.7	3	14.3
7281	F	A	52	-2.2	5b	33.7	4	18.3
7282	F	B	46	0.6	5b	32.3	3	13.7
7453	F	C	40	10	4b	26.3	3	13.7
7283	F	C	40	-3.6	5c	31.7	2	8.3
7284	F	A	52	5.5	5c	30.3	4	21.7
7285	F	C	40	-7.2	5c	31.7	2	8.3
7287	F	B	46	4.2	4a	28.3	4	17.7
7289	F	F	22	-11.3	3a	23	1	-1
7290	F	C	40	0.6	5c	31.7	2	8.3
7291	F	D	34	1.2	4b	27	2	7
7294	F	C	40	-0.7	5c	31.7	2	8.3
7295	F	C	40	-0.6	4b	27.7	3	12.3
7296	F	C-	40	1.8	4b	27.7	3	12.3
7298	F	B	46	3.6	5c	31.7	3	14.3
7299	F	C	40	5.4	4a	29.7	3	10.3
7367	F	C	40	-4.4	4a	29.7	3	10.3
7302	F	D	34	3.6	3a	23	3	11
7303	F	D	34	-3.6	4c	25	2	9
7304	F	B	46	3	5c	31.7	3	14.3
7305	F	A	52	2.4	5c	30.3	4	21.7
7306	F	B	46	-4	5c	31	3	15
7308	F	D	34	-4	3b	21	3	13
7309	F	C	40	-1.8	5c	31.7	2	8.3
7310	F	C-	40	2.4	4c	25	3	15
7311	F	A	52	-2.7	5b	33	4	19
7312	F	B	46	-6	5b	33	3	13
7313	F	D	34	-2.4	4b	27	2	7
7314	F	C-	40	-3.6	4b	26.3	3	13.7
7315	F	C+	40	-0.6	4a	28.3	3	11.7
7317	F	C	40	-4.4	5c	31.7	2	8.3
7320	F	C-	40	10.8	3a	23	4	17
7321	F	C	40	4.2	4b	27	3	13
7322	F	C-	40	-0.6	4b	27.7	3	12.3
7323	F	C	40	1.2	4b	26.3	3	13.7
7324	F	E	28	-1.3	4c	24.3	1	3.7
7325	F	D	34	-2.4	4b	27	2	7
7326	F	E	28	-0.7	3b	21	2	7
7327	F	B	46	-2.7	5b	33	3	13

7328	F	C	40	2.4	4b	27	3	13
7329	F	E	28	-5.3	3a	23	2	5
7330	F	A	52	0	5b	33	4	19
7331	F	E	28	-4.7	4b	26.3	1	1.7
7334	F	F	22	-7.7	3b	20	1	2
7338	F	C	40	-4.2	5c	31.7	2	8.3
7339	F	D	34	-3.6	4a	28.3	2	5.7
7340	F	C-	40	5.4	N	0	-	
7342	F	C+	40	-4.5	5c	31.7	2	8.3
7725	F	G	16	-2	N	0	-	
7343	F	B	46	-5.5	5c	31.7	3	14.3
7344	F	G	16	-12	3b	21	0	-5
7345	F	D	34	-6.6	5b	33	1	1
7346	F	C	40	-4.4	4a	29	3	11
7347	F	C	40	-5.4	5b	32.3	2	7.7
7348	F	C-	40	4.2	3a	23.7	4	16.3
7717	F	D	34	-2.6	N	0	-	
7349	F	E	28	-2.7	4c	25	1	3
7350	F	C	40	-8.4	4b	27.7	3	12.3
7351	F	E	28	-14.2	5c	30.3	0	-2.3
7354	F	B	46	1.1	5c	31	3	15
7356	F	C-	40	4	4b	26.3	3	13.7
7358	F	C	40	-5.3	4b	27.7	3	12.3
7359	F	E	28	1.5	3b	21	2	7
7360	F	C	40	-3.6	4b	27.7	3	12.3
7364	F	G	16	-4.5	2b	15	1	1
7365	F	C	40	0	4a	29.7	3	10.3
7447	F	C	40	-0.6	4b	27.7	3	12.3
	T		39	-0.8		27.66	2.6	12.43
	F		39.3	-1		26.70	2.7	11.06
	All		39.2	-1			2.6	

Appendix 6 Independent t-test 2015 Year 10 English Progress

P value and statistical significance:

The two-tailed P value equals 0.7481

By conventional criteria, this difference is considered to be not statistically significant.

Confidence interval:

The mean of Group One minus Group Two equals -0.344

95% confidence interval of this difference: From -2.454 to 1.767

Intermediate values used in calculations:

$t = 0.3218$

$df = 143$

standard error of difference = 1.068

Review your data:

Group	PPG	Non-PPG
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Mean	11.023	11.367
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SD	5.084	5.240
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SEM	0.928	0.489
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N	30	115
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Appendix 7 – 2015 Year 10 Maths Progress

Students Qualification View for Maths								
KS4 15/16 Assessment - Yr. 10 Exam, WG Jly15 Report - Last Published: 14/07/2015 13:09:05								
Student ID	PPI	Grade	Grade Points	Residual	KS2 Level	KS2 Points	LOP	Grd Pts - KS2 Pts
7224	T	C	40	2.4	4b	27.7	3	12.3
7233	T	B	46	3	5c	30.3	3	15.7
7238	T	C	40	2.2	4c	25.7	3	14.3
7241	T	B	46	6	4b	27.7	4	18.3
7255	T	C	40	2	4b	26.3	3	13.7
7268	T	E	28	-0.7	3b	20.3	2	7.7
7274	T	B	46	0	5c	31	3	15
7277	T	D	34	-7.1	4a	29.7	2	4.3
7286	T	D	34	-2.2	4c	25.7	2	8.3
7288	T	A*	58	7.1	4c	25	6	33
7292	T	D	34	-15.3	4a	29.7	2	4.3
7297	T	B	46	-2.2	5c	31.7	3	14.3
7300	T	C	40	0.6	5b	32.3	2	7.7
7301	T	E	28	-14.4	4b	26.3	1	1.7
7307	T	A	52	3.8	5c	31	4	21
7452	T	B	46	5.4	4a	29.7	4	16.3
7319	T	F	22	-11.3	4c	25	0	-3
7332	T	A*	58	7.6	5b	32.3	5	25.7
7333	T	C	40	2.7	4b	27	3	13
7336	T	E	28	-6	4b	26.3	1	1.7
7341	T	D	34	3	4a	28.3	2	5.7
8262	T	D	34	-2.4	N	0	-	
7366	T	A	52	1.6	4a	29	5	23
7353	T	E	28	-5.3	3a	23	2	5
7362	T	E	28	-3.3	4c	25.7	1	2.3
7361	T	E	28	-5.3	4c	25	1	3
7363	T	C	40	3.8	4b	27.7	3	12.3
7218	F	C	40	2.4	4c	25	3	15
7219	F	D	34	-3	4c	24.3	2	9.7
7714	F	D	34	-1.8	4c	25.7	2	8.3
7222	F	D	34	-11.5	4a	29.7	2	4.3
7716	F	A	52	-0.6	5b	32.3	4	19.7
7223	F	B	46	6	4b	27.7	4	18.3
7225	F	C	40	1.2	4b	27.7	3	12.3
7226	F	A	52	5.5	5b	32.3	4	19.7
7227	F	B	46	5.5	5b	32.3	3	13.7

7228	F	C	40	-9.3	5c	31	2	9
7229	F	E	28	-8.7	3b	21	2	7
7232	F	A	52	6.6	5c	31	4	21
7234	F	D	34	-1.2	4c	24.3	2	9.7
7442	F	A	52	3.8	5c	31.7	4	20.3
7236	F	C	40	-3.6	4b	27.7	3	12.3
7994	F	E	28	-3	N	0	-	
7252	F	D	34	-2.4	4b	27	2	7
7237	F	A	52	6.6	4a	29	5	23
7239	F	C	40	0	4a	28.3	3	11.7
7240	F	C	40	4.8	4c	25	3	15
7244	F	C	40	-3.8	5c	31	2	9
7245	F	D	34	-5.4	4c	25.7	2	8.3
7246	F	C	40	4.8	5b	32.3	2	7.7
7247	F	D	34	-9.3	4a	29	2	5
7248	F	A*	58	6	5b	33	5	25
7250	F	C	40	-6	5c	31	2	9
7253	F	D	34	-11.5	4b	27	2	7
8272	F	D	34	3.6	N	0	-	
7254	F	C	40	-5.5	4c	25.7	3	14.3
8277	F	F	22	-4.8	N	0	-	
7257	F	C	40	0.6	4b	26.3	3	13.7
7259	F	D	34	6	4c	24.3	2	9.7
7260	F	D	34	-3.6	4b	27	2	7
7261	F	C	40	-9.8	5c	31	2	9
7262	F	A	52	7.2	5c	31.7	4	20.3
7263	F	E	28	-7.8	4c	24.3	1	3.7
7267	F	D	34	-4	4b	26.3	2	7.7
7269	F	C	40	1.6	4b	27	3	13
7271	F	E	28	-8	4b	26.3	1	1.7
7272	F	C	40	-2.7	5b	32.3	2	7.7
7275	F	A	52	6.6	5b	32.3	4	19.7
7280	F	B	46	5.5	5c	31.7	3	14.3
7281	F	A	52	-2.2	5b	33.7	4	18.3
7282	F	C	40	-5.5	5b	32.3	2	7.7
7283	F	A	52	8.4	5c	31.7	4	20.3
7284	F	C	40	-6.6	5c	30.3	2	9.7
7289	F	F	22	-11.3	3a	23	1	-1
7290	F	C	40	0.6	5c	31.7	2	8.3
7291	F	D	34	1.2	4b	27	2	7
7295	F	C	40	-0.6	4b	27.7	3	12.3
7296	F	C	40	1.8	4b	27.7	3	12.3
7299	F	C	40	5.4	4a	29.7	3	10.3
7367	F	B	46	1.6	4a	29.7	4	16.3

7302	F	D	34	3.6	3a	23	3	11
7303	F	C	40	2.4	4c	25	3	15
7304	F	C	40	-3	5c	31.7	2	8.3
7308	F	D	34	-4	3b	21	3	13
7309	F	B	46	4.2	5c	31.7	3	14.3
7310	F	D	34	-3.6	4c	25	2	9
7311	F	A*	58	3.3	5b	33	5	25
7312	F	A	52	0	5b	33	4	19
7313	F	C	40	3.6	4b	27	3	13
7314	F	C	40	-3.6	4b	26.3	3	13.7
7315	F	C	40	-0.6	4a	28.3	3	11.7
7317	F	B	46	1.6	5c	31.7	3	14.3
7320	F	D	34	4.8	3a	23	3	11
7321	F	D	34	-1.8	4b	27	2	7
7322	F	E	28	-12.6	4b	27.7	1	0.3
7323	F	B	46	7.2	4b	26.3	4	19.7
7324	F	F	22	-7.3	4c	24.3	0	-2.3
7325	F	D	34	-2.4	4b	27	2	7
7326	F	E	28	-0.7	3b	21	2	7
7327	F	B	46	-2.7	5b	33	3	13
7328	F	D	34	-3.6	4b	27	2	7
7329	F	D	34	0.7	3a	23	3	11
7330	F	A	52	0	5b	33	4	19
7331	F	C	40	7.3	4b	26.3	3	13.7
7334	F	G	16	-13.7	3b	20	0	-4
7339	F	C	40	2.4	4a	28.3	3	11.7
7340	F	D	34	-0.6	N	0	-	
7725	F	F	22	4	N	0	-	
7343	F	A	52	0.6	5c	31.7	4	20.3
7345	F	B	46	5.5	5b	33	3	13
7346	F	C	40	-4.4	4a	29	3	11
7348	F	D	34	-1.8	3a	23.7	3	10.3
7349	F	E	28	-2.7	4c	25	1	3
7350	F	B	46	-2.4	4b	27.7	4	18.3
7351	F	A	52	9.8	5c	30.3	4	21.7
7354	F	C	40	-4.9	5c	31	2	9
7356	F	F	22	-14	4b	26.3	0	-4.3
7359	F	G	16	-10.5	3b	21	0	-5
7360	F	A	52	8.4	4b	27.7	5	24.3
7365	F	C	40	0	4a	29.7	3	10.3
7447	F	C	40	-0.6	4b	27.7	3	12.3
	T		38.9	-0.9		26.64	2.7	11.41
	F		39	-0.9		26.60	2.7	11.50
	All		39	-0.9			2.7	

Appendix 8 Independent t-test 2015 Year 10 Maths Progress

P value and statistical significance:

The two-tailed P value equals 0.9504

By conventional criteria, this difference is considered to be not statistically significant.

Confidence interval:

The mean of Group One minus Group Two equals -0.097

95% confidence interval of this difference: From -3.176 to 2.982

Intermediate values used in calculations:

$t = 0.0623$

$df = 113$

standard error of difference = 1.554

Review your data:

Group	PPG	Non-PPG
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Mean	11.408	11.504
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SD	8.455	6.488
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SEM	1.658	0.688
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N	26	89
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Appendix 9a – 2015 Year 7 English Progress

Students Subject View for English						
KS3 18/19 Assessments - Yr. 7 Wk at Gr Report - Last Published: 18/06/2015 11:32:38						
Student ID	PPI	Level	Level Pts	KS2 Level	KS2 Pts	KS3 Pts - KS2 Pts
8242	T	5a	35	5b	32.3	2.7
8058	T	4a	29	4c	25	4
8053	T	5c	31	5b	32.3	-1.3
8027	T	5c	31	4c	25	6
8071	T	4c	25	3c	18.3	6.7
8115	T	5a	35	4a	29	6
8007	T	5c	31	4a	29	2
8239	T	5b	33	4b	26.3	6.7
8080	T	4a	29	4c	25	4
8041	T	5b	33	4a	29	4
8076	T	5c	31	4a	28.3	2.7
8066	T	4b	27	4c	25	2
8219	T	5b	33	5b	33.7	-0.7
8095	T	6b	39	5a	35.7	3.3
8048	T	5b	33	5c	30.3	2.7
8015	T	5a	35	4a	29	6
8034	T	5b	33	5c	30.3	2.7
8081	T	5c	31	5c	31.7	-0.7
8005	T	5a	35	4a	29.7	5.3
8135	T	5b	33	4a	29	4
8029	T	6c	37	5b	33.7	3.3
8062	T	4a	29	4b	26.3	2.7
8104	T	5a	35	5a	35	0
8254	T	5b	33	5c	30.3	2.7
8075	T	5b	33	5b	33	0
8051	T	4a	29	4a	29.7	-0.7
8119	T	4a	29	4b	27	2
8255	T	4b	27	4b	26.3	0.7
8045	T	5c	31	4a	29	2
8046	T	5a	35	5c	31	4
8136	T	6c	37	5c	31	6
8097	T	5a	35	5c	31.7	3.3
8245	T	5a	35	4b	27.7	7.3
8220	F	4c	25	5c	30.3	-5.3
8241	F	6c	37	5b	33.7	3.3
8055	F	6c	37	5b	32.3	4.7

8023	F	5b	33	4a	29.7	3.3
8092	F	5a	35	5c	31.7	3.3
8123	F	6c	37	5b	33	4
8003	F	4a	29	4a	29	0
8026	F	5b	33	4b	27.7	5.3
8145	F	6b	39	5b	33	6
8146	F	5c	31	5c	30.3	0.7
8147	F	5b	33	4a	28.3	4.7
8040	F	6c	37	5b	33.7	3.3
8082	F	6c	37	5b	32.3	4.7
8039	F	5a	35	5c	30.3	4.7
8018	F	4b	27	4c	25.7	1.3
8028	F	6c	37	5c	31.7	5.3
8044	F	4b	27	4b	27.7	-0.7
8002	F	5a	35	4a	29.7	5.3
8087	F	5a	35	4a	29.7	5.3
8099	F	4b	27	4b	27.7	-0.7
8111	F	5a	35	5c	30.3	4.7
8112	F	4c	25	4c	25	0
8120	F	5c	31	4a	29.7	1.3
8274	F	3a	23	N	0	23
8265	F	6c	37	5c	31.7	5.3
8032	F	5b	33	4a	28.3	4.7
8074	F	3a	23	3b	21.7	1.3
8086	F	5b	33	4a	29	4
8064	F	5a	35	5c	31.7	3.3
8057	F	5b	33	5b	33	0
8010	F	3a	23	3b	21.7	1.3
8013	F	5b	33	4b	26.3	6.7
8052	F	6c	37	5c	31.7	5.3
8021	F	6c	37	4a	29.7	7.3
8069	F	4a	29	4c	25	4
8061	F	4c	25	3a	22.3	2.7
8134	F	5a	35	4a	28.3	6.7
8256	F	5a	35	5b	32.3	2.7
8031	F	5b	33	4b	27	6
8114	F	5a	35	5b	33	2
8033	F	5c	31	4c	25.7	5.3
8008	F	6c	37	5b	33.7	3.3
8016	F	5a	35	5b	32.3	2.7
8077	F	5c	31	4a	29.7	1.3
8094	F	6c	37	5c	30.3	6.7
8132	F	5a	35	4a	28.3	6.7
8100	F	6c	37	4c	25	12

8049	F	6c	37	5c	30.3	6.7
8106	F	4c	25	3b	21.7	3.3
8063	F	5c	31	4a	29.7	1.3
8024	F	5b	33	4b	27.7	5.3
8079	F	4a	29	4a	29.7	-0.7
8264	F	4b	27	3b	21.7	5.3
8101	F	5a	35	4c	25.7	9.3
8030	F	4a	29	3a	23	6
8105	F	5c	31	4a	28.3	2.7
8011	F	5b	33	5c	31.7	1.3
8139	F	5b	33	4a	28.3	4.7
8093	F	4a	29	4a	28.3	0.7
8140	F	6b	39	5b	33	6
8113	F	6b	39	5b	32.3	6.7
8084	F	5a	35	4a	29	6
8137	F	5a	35	5b	32.3	2.7
8014	F	5a	35	5c	31	4
8271	F	4b	27	N	0	27
8122	F	6b	39	5b	33	6
8126	F	5c	31	4b	27.7	3.3
8070	F	4a	29	4b	26.3	2.7
8036	F	5a	35	5b	33.7	1.3
8037	F	5a	35	5b	32.3	2.7
8065	F	5b	33	5b	32.3	0.7
8006	F	4a	29	4a	28.3	0.7
8009	F	5b	33	5b	32.3	0.7
8022	F	6c	37	5c	31.7	5.3
8056	F	5c	31	4b	27	4
8131	F	5c	31	4b	27	4
8142	F	5a	35	5b	32.3	2.7
8073	F	5c	31	5c	30.3	0.7
8143	F	6c	37	5c	31	6
8144	F	5b	33	N	0	33
8085	F	5a	35	5c	30.3	4.7
8110	F	5b	33	4a	28.3	4.7
8042	F	6c	37	5a	34.3	2.7
8133	F	4c	25	3a	23	2
8240	F	4a	29	N	0	29
8243	F	4b	27	3a	23	4
8059	F	5b	33	5c	31	2
8060	F	4c	25	3b	20.3	4.7
8019	F	5b	33	3a	23.7	9.3
8098	F	5a	35	5b	32.3	2.7
8054	F	5a	35	5c	31.7	3.3

8138	F	5b	33	4a	28.3	4.7
8102	F	5b	33	5a	34.3	-1.3
8038	F	5a	35	4b	27	8
8090	F	6c	37	5b	32.3	4.7
8072	F	5b	33	4a	29.7	3.3
8109	F	5b	33	4b	27.7	5.3
8068	F	6b	39	5c	31	8
8020	F	5b	33	4b	27	6
8117	F	5a	35	4a	29	6
8129	F	5b	33	5a	34.3	-1.3
8047	F	6c	37	5c	31	6
8050	F	5a	35	5c	30.3	4.7
8128	F	5c	31	5b	33.7	-2.7
8083	F	5b	33	4b	27	6
8116	F	4c	25	4c	25.7	-0.7
8221	F	4b	27	4b	26.3	0.7
8017	F	5c	31	4a	29	2
8088	F	6c	37	4a	29.7	7.3
8001	F	5c	31	5b	33	-2
8091	F	5c	31	4a	29	2
8089	F	5b	33	4b	27.7	5.3
8141	F	6c	37	5b	33	4
8121	F	4c	25	4a	29	-4
8107	F	5a	35	4b	27	8
8125	F	5c	31	4b	27.7	3.3
8130	F	4a	29	4b	26.3	2.7
Summary	T		32.3		29.3	3
Summary	F		32.6		28.2	4.4
Summary	ALL		32.6		28.5	

Appendix 9b – 2015 Year 7 Maths Progress

Students Subject View for Maths						
KS3 18/19 Assessments - Yr. 7 Wk at Gr Report - Last Published: 18/06/2015 11:32:38						
Student ID	PPI	Level	Level Pts	KS2 Level	KS2 Pts	KS3 Pts - KS2 Pts
8051	T	5a	35	4a	29.7	5.3
8097	T	5a	35	5c	31.7	3.3
8104	T	6c	37	5a	35	2
8081	T	4a	29	5c	31.7	-2.7
8239	T	5c	31	4b	26.3	4.7
8136	T	6c	37	5c	31	6
8015	T	5c	31	4a	29	2
8034	T	5a	35	5c	30.3	4.7
8075	T	5a	35	5b	33	2
8041	T	5b	33	4a	29	4
8071	T	3c	19	3c	18.3	0.7
8062	T	4b	27	4b	26.3	0.7
8080	T	4a	29	4c	25	4
8066	T	5c	31	4c	25	6
8045	T	5c	31	4a	29	2
8255	T	4a	29	4b	26.3	2.7
8046	T	5a	35	5c	31	4
8029	T	6c	37	5b	33.7	3.3
8095	T	6c	37	5a	35.7	1.3
8242	T	5a	35	5b	32.3	2.7
8048	T	5c	31	5c	30.3	0.7
8076	T	5b	33	4a	28.3	4.7
8135	T	6c	37	4a	29	8
8254	T	5c	31	5c	30.3	0.7
8245	T	5c	31	4b	27.7	3.3
8119	T	3b	21	4b	27	-6
8005	T	5a	35	4a	29.7	5.3
8115	T	4a	29	4a	29	0
8007	T	5c	31	4a	29	2
8219	T	6c	37	5b	33.7	3.3
8058	T	4b	27	4c	25	2
8027	T	5c	31	4c	25	6
8053	T	5a	35	5b	32.3	2.7
8049	F	4a	29	5c	30.3	-1.3
8050	F	5b	33	5c	30.3	2.7
8146	F	5c	31	5c	30.3	0.7

8074	F	3b	21	3b	21.7	-0.7
8113	F	6c	37	5b	32.3	4.7
8070	F	5c	31	4b	26.3	4.7
8105	F	5b	33	4a	28.3	4.7
8088	F	5b	33	4a	29.7	3.3
8087	F	5b	33	4a	29.7	3.3
8033	F	4b	27	4c	25.7	1.3
8256	F	5a	35	5b	32.3	2.7
8140	F	5a	35	5b	33	2
8109	F	5c	31	4b	27.7	3.3
8147	F	4a	29	4a	28.3	0.7
8221	F	5c	31	4b	26.3	4.7
8014	F	5c	31	5c	31	0
8098	F	5a	35	5b	32.3	2.7
8144	F	5b	33	N	0	33
8125	F	5c	31	4b	27.7	3.3
8022	F	5b	33	5c	31.7	1.3
8064	F	5b	33	5c	31.7	1.3
8079	F	5c	31	4a	29.7	1.3
8018	F	5b	33	4c	25.7	7.3
8020	F	4a	29	4b	27	2
8089	F	4a	29	4b	27.7	1.3
8121	F	5b	33	4a	29	4
8107	F	4a	29	4b	27	2
8072	F	5b	33	4a	29.7	3.3
8032	F	5c	31	4a	28.3	2.7
8065	F	5a	35	5b	32.3	2.7
8054	F	6c	37	5c	31.7	5.3
8044	F	4a	29	4b	27.7	1.3
8128	F	6b	39	5b	33.7	5.3
8110	F	5b	33	4a	28.3	4.7
8073	F	5c	31	5c	30.3	0.7
8271	F	4b	27	N	0	27
8099	F	5b	33	4b	27.7	5.3
8091	F	5b	33	4a	29	4
8059	F	5b	33	5c	31	2
8060	F	4c	25	3b	20.3	4.7
8122	F	6c	37	5b	33	4
8094	F	6b	39	5c	30.3	8.7
8106	F	4b	27	3b	21.7	5.3
8090	F	5a	35	5b	32.3	2.7
8134	F	4a	29	4a	28.3	0.7
8123	F	6c	37	5b	33	4
8102	F	6a	41	5a	34.3	6.7

8017	F	5b	33	4a	29	4
8068	F	5a	35	5c	31	4
8006	F	5b	33	4a	28.3	4.7
8241	F	6c	37	5b	33.7	3.3
8085	F	6c	37	5c	30.3	6.7
8024	F	5b	33	4b	27.7	5.3
8010	F	3a	23	3b	21.7	1.3
8240	F	4b	27	N	0	27
8037	F	5b	33	5b	32.3	0.7
8002	F	5b	33	4a	29.7	3.3
8265	F	5b	33	5c	31.7	1.3
8278	F	4a	29	N	0	29
8030	F	3a	23	3a	23	0
8040	F	6c	37	5b	33.7	3.3
8063	F	5b	33	4a	29.7	3.3
8028	F	5a	35	5c	31.7	3.3
8082	F	6c	37	5b	32.3	4.7
8126	F	6c	37	4b	27.7	9.3
8083	F	5b	33	4b	27	6
8003	F	4a	29	4a	29	0
8011	F	4a	29	5c	31.7	-2.7
8056	F	5c	31	4b	27	4
8057	F	6c	37	5b	33	4
8031	F	4a	29	4b	27	2
8038	F	5c	31	4b	27	4
8092	F	6c	37	5c	31.7	5.3
8101	F	5b	33	4c	25.7	7.3
8243	F	4c	25	3a	23	2
8130	F	5b	33	4b	26.3	6.7
8131	F	5c	31	4b	27	4
8139	F	5b	33	4a	28.3	4.7
8042	F	6b	39	5a	34.3	4.7
8077	F	4a	29	4a	29.7	-0.7
8138	F	5c	31	4a	28.3	2.7
8116	F	5c	31	4c	25.7	5.3
8117	F	5b	33	4a	29	4
8021	F	5c	31	4a	29.7	1.3
8129	F	6c	37	5a	34.3	2.7
8019	F	4c	25	3a	23.7	1.3
8132	F	5b	33	4a	28.3	4.7
8093	F	4a	29	4a	28.3	0.7
8137	F	5a	35	5b	32.3	2.7
8143	F	5b	33	5c	31	2
8023	F	5b	33	4a	29.7	3.3

8220	F	5a	35	5c	30.3	4.7
8047	F	5b	33	5c	31	2
8114	F	6b	39	5b	33	6
8120	F	5b	33	4a	29.7	3.3
8142	F	5a	35	5b	32.3	2.7
8264	F	4c	25	3b	21.7	3.3
8086	F	5a	35	4a	29	6
8009	F	6b	39	5b	32.3	6.7
8016	F	5a	35	5b	32.3	2.7
8100	F	5c	31	4c	25	6
8112	F	4b	27	4c	25	2
8141	F	6c	37	5b	33	4
8001	F	6b	39	5b	33	6
8084	F	5b	33	4a	29	4
8008	F	6b	39	5b	33.7	5.3
8274	F	4b	27	N	0	27
8039	F	5a	35	5c	30.3	4.7
8055	F	6c	37	5b	32.3	4.7
8052	F	4a	29	5c	31.7	-2.7
8061	F	3b	21	3a	22.3	-1.3
8069	F	5c	31	4c	25	6
8036	F	5a	35	5b	33.7	1.3
8013	F	5c	31	4b	26.3	4.7
8133	F	3b	21	3a	23	-2
8026	F	5c	31	4b	27.7	3.3
8145	F	5a	35	5b	33	2
8111	F	5b	33	5c	30.3	2.7
Summary	T		32		29.3	2.70
Summary	F		32.3		28	4.30
Summary	ALL		32.2		28.3	

Appendix 9c – 2015 Year 8 English Progress

Students Subject View for English						
KS3 17/18 Assessments - Yr. 8 Report Wk Gr Report - Last Published: 08/06/2015 14:10:00						
Student ID	PPI	Level	Level Pts	KS2 Level	KS2 Pts	KS3 Pts - KS2 Pts
7979	T	6b	39	4a	29	10
7755	T	5a	35	4b	27	8
7815	T	3b	21	B	0	
7834	T	6b	39	5c	31	8
7822	T	5b	33	4c	25	8
7817	T	5a	35	4b	27	8
7732	T	5a	35	4b	27	8
7784	T	6b	39	4a	29	10
7848	T	6b	39	4b	27	12
7873	T	6a	41	5c	31	10
7835	T	4b	27	4c	25	2
7981	T	5a	35	4a	29	6
7838	T	6c	37	4c	25	12
7858	T	5a	35	5b	33	2
8000	T	4a	29	N	0	
7982	T	6c	37	4a	29	8
7782	T	4a	29	4b	27	2
7796	T	6c	37	4b	27	10
7811	T	6c	37	4b	27	10
7764	T	5c	31	2a	17	14
7758	T	6a	41	5b	33	8
7771	T	6a	41	5c	31	10
7759	T	6b	39	4c	25	14
7794	T	6b	39	4b	27	12
7870	T	5c	31	4c	25	6
7780	F	6b	39	4a	29	10
8276	F	6b	39	N	0	
7814	F	6b	39	5c	31	8
7756	F	4b	27	2b	15	12
7993	F	6a	41	N	0	
7997	F	6c	37	N	0	
7741	F	6b	39	4c	25	14
7863	F	6b	39	5c	31	8
7799	F	6c	37	5b	33	4
7763	F	6b	39	5b	33	6
7827	F	5b	33	4b	27	6

7793	F	5a	35	4b	27	8
7810	F	6a	41	5b	33	8
7874	F	6b	39	4b	27	12
7786	F	6b	39	5c	31	8
7877	F	6b	39	5b	33	6
7789	F	6b	39	4b	27	12
7795	F	4b	27	3b	21	6
7805	F	6c	37	4c	25	12
7879	F	7c	43	5b	33	10
7840	F	6c	37	4a	29	8
8273	F	5a	35	N	0	
7980	F	6b	39	5c	31	8
7841	F	4a	29	4c	25	4
7977	F	4a	29	3c	19	10
7823	F	5b	33	4c	25	8
7824	F	6c	37	5c	31	6
7849	F	6b	39	4b	27	12
7821	F	6b	39	4a	29	10
7828	F	6a	41	5b	33	8
7872	F	6b	39	4a	29	10
7875	F	7b	45	5c	31	14
7856	F	6a	41	5b	33	8
8275	F	6c	37	N	0	
7820	F	6b	39	5b	33	6
7831	F	5a	35	4a	29	6
7832	F	6a	41	5c	31	10
7830	F	6c	37	4a	29	8
7800	F	6c	37	4a	29	8
7801	F	5a	35	4b	27	8
7779	F	6b	39	5c	31	8
7819	F	6a	41	5b	33	8
7837	F	6b	39	4a	29	10
7845	F	6c	37	4a	29	8
7868	F	6c	37	4a	29	8
7738	F	5a	35	4b	27	8
7829	F	6b	39	N	0	
7747	F	5a	35	4b	27	8
7749	F	6c	37	4a	29	8
7735	F	6b	39	4a	29	10
7851	F	6c	37	4a	29	8
7803	F	6c	37	4b	27	10
7839	F	5b	33	4c	25	8
7761	F	6b	39	4b	27	12
7769	F	6a	41	5b	33	8

7808	F	7c	43	5b	33	10
7731	F	5a	35	4b	27	8
7776	F	6c	37	5c	31	6
7844	F	6c	37	4a	29	8
7853	F	6b	39	5c	31	8
7876	F	6b	39	4b	27	12
7734	F	6a	41	5b	33	8
7864	F	6b	39	5c	31	8
7746	F	5a	35	4a	29	6
7871	F	6b	39	4a	29	10
7753	F	6b	39	5b	33	6
7862	F	7c	43	5b	33	10
7869	F	5a	35	4b	27	8
7878	F	4a	29	4b	27	2
7852	F	6c	37	4a	29	8
7992	F	4b	27	N	0	
7991	F	4b	27	N	0	
7847	F	5b	33	4c	25	8
7855	F	6b	39	4b	27	12
7836	F	6b	39	5c	31	8
7754	F	6b	39	4c	25	14
7737	F	6a	41	5b	33	8
7743	F	6c	37	4a	29	8
7767	F	5a	35	4c	25	10
7727	F	6b	39	4b	27	12
7818	F	6a	41	5c	31	10
7773	F	6b	39	5b	33	6
7775	F	4b	27	4c	25	2
7996	F	4a	29	N	0	
7781	F	4c	25	3c	19	6
7842	F	4b	27	3a	23	4
7859	F	6c	37	4a	29	8
7768	F	6a	41	5c	31	10
7772	F	6b	39	4a	29	10
7788	F	6b	39	4a	29	10
7790	F	6a	41	4b	27	14
7791	F	5a	35	4a	29	6
7809	F	5a	35	4b	27	8
7770	F	6a	41	4b	27	14
7750	F	6b	39	4b	27	12
7751	F	6a	41	4b	27	14
7728	F	5b	33	4c	25	8
7778	F	4b	27	3a	23	4
7826	F	7c	43	5c	31	12

7745	F	6c	37	5c	31	6
7843	F	5a	35	4b	27	8
7736	F	6a	41	5c	31	10
7806	F	6b	39	5c	31	8
7785	F	6c	37	4a	29	8
7792	F	6c	37	4a	29	8
7833	F	6c	37	3b	21	16
7739	F	5a	35	4b	27	8
7752	F	6c	37	4a	29	8
7812	F	6b	39	4b	27	12
7816	F	6c	37	5c	31	6
7846	F	6b	39	4a	29	10
7854	F	5a	35	4b	27	8
7861	F	6b	39	5c	31	8
7766	F	7c	43	5b	33	10
7797	F	6c	37	4b	27	10
7762	F	7c	43	6c	37	6
7740	F	5a	35	4b	27	8
7880	F	6b	39	5b	33	6
7760	F	6c	37	4b	27	10
7988	F	5c	31	4b	27	4
7932	F	6a	41	5b	33	8
7774	F	6a	41	4a	29	12
7777	F	5a	35	4c	25	10
7866	F	6b	39	5c	31	8
7867	F	5b	33	4b	27	6
	T		35.2		25.3	8.61
	F		37.1		26.6	8.64
	ALL		36.8		26.4	

Appendix 9d – 2015 Year 8 Maths Progress

Students Subject View for Maths						
KS3 17/18 Assessments - Yr. 8 Report Wk Gr Report - Last Published: 08/06/2015 14:10:00						
Student ID	PPI	Level	Level Pts	KS2 Level	KS2 Pts	KS3 Pts - KS2 Pts
7732	T	6c	37	4a	29	8
7822	T	6c	37	4a	29	8
7834	T	6c	37	5c	31	6
7817	T	6c	37	4b	27	10
8000	T	6c	37	N	0	
7758	T	5b	33	4c	25	8
7794	T	6a	41	5b	33	8
7873	T	6b	39	5a	35	4
7771	T	5a	35	4a	29	6
7848	T	6b	39	5b	33	6
7782	T	6c	37	4a	29	8
7764	T	4b	27	N	0	
7838	T	4a	29	3a	23	6
7784	T	5c	31	4c	25	6
7870	T	4a	29	N	0	
7979	T	6c	37	4a	29	8
7981	T	5a	35	4a	29	6
7835	T	4a	29	3c	19	10
7759	T	5a	35	5b	33	2
7982	T	5a	35	4b	27	8
7858	T	6c	37	5b	33	4
7796	T	6c	37	4b	27	10
7811	T	6a	41	5c	31	10
7755	T	5a	35	5b	33	2
7830	F	7b	45	5a	35	10
7847	F	5a	35	5c	31	4
7750	F	6c	37	5c	31	6
7872	F	7a	47	6a	41	6
7862	F	6b	39	4a	29	10
7878	F	5c	31	4a	29	2
7823	F	6c	37	4a	29	8
7739	F	5c	31	4c	25	6
7740	F	5a	35	4a	29	6
7977	F	5c	31	3a	23	8
7831	F	6c	37	5b	33	4
7751	F	5a	35	4a	29	6

7780	F	5a	35	4b	27	8
7769	F	7c	43	6b	39	4
7988	F	6c	37	5c	31	6
7832	F	7c	43	6a	41	2
7820	F	7b	45	6a	41	4
7829	F	6a	41	N	0	
7997	F	4a	29	N	0	
7786	F	5a	35	4a	29	6
7859	F	6c	37	4a	29	8
7992	F	5c	31	N	0	
7809	F	6b	39	4a	29	10
7846	F	5c	31	4b	27	4
7849	F	6a	41	5b	33	8
8273	F	6a	41	N	0	
7996	F	5c	31	N	0	
7840	F	6c	37	5b	33	4
7867	F	5c	31	4b	27	4
7747	F	5b	33	4c	25	8
7779	F	6a	41	5c	31	10
7776	F	6c	37	5b	33	4
7781	F	4a	29	3b	21	8
7839	F	4a	29	4c	25	4
7806	F	7b	45	5a	35	10
7812	F	5a	35	4c	25	10
7792	F	5b	33	4a	29	4
7869	F	5c	31	4b	27	4
7875	F	6c	37	4a	29	8
7790	F	6a	41	5c	31	10
7803	F	6b	39	5c	31	8
7805	F	5a	35	4c	25	10
7814	F	5a	35	5a	35	0
7773	F	5a	35	4c	25	10
7774	F	5a	35	4b	27	8
7752	F	6a	41	5b	33	8
7761	F	5a	35	4a	29	6
7816	F	5b	33	4b	27	6
7789	F	5b	33	4b	27	6
7797	F	6c	37	4b	27	10
7800	F	6c	37	5b	33	4
7743	F	6a	41	5c	31	10
7836	F	5b	33	4b	27	6
7837	F	6c	37	4b	27	10
7855	F	5b	33	4b	27	6
7735	F	6a	41	5c	31	10

7801	F	5a	35	4a	29	6
7880	F	6c	37	5a	35	2
7991	F	4a	29	N	0	
7768	F	7b	45	6c	37	8
7734	F	6a	41	5b	33	8
7854	F	7c	43	6b	39	4
7770	F	6b	39	5a	35	4
7864	F	6a	41	5a	35	6
7841	F	5a	35	5c	31	4
7762	F	6c	37	5c	31	6
8276	F	5a	35	N	0	
7866	F	6c	37	4a	29	8
7877	F	7b	45	6a	41	4
7728	F	5a	35	4a	29	6
7763	F	6a	41	6c	37	4
7845	F	6c	37	5b	33	4
7843	F	5a	35	4a	29	6
7799	F	6a	41	5b	33	8
7810	F	6c	37	4a	29	8
7767	F	4c	25	4a	29	-4
7851	F	6b	39	5c	31	8
7745	F	5a	35	5c	31	4
7871	F	5a	35	4a	29	6
7793	F	6c	37	5c	31	6
7775	F	4a	29	4a	29	0
7778	F	5c	31	3a	23	8
7737	F	6a	41	5b	33	8
7731	F	5b	33	4b	27	6
7876	F	5a	35	4c	25	10
7879	F	6a	41	5a	35	6
7741	F	6a	41	5a	35	6
7746	F	6b	39	5c	31	8
7833	F	5b	33	3a	23	10
7727	F	6c	37	5c	31	6
7736	F	6a	41	5b	33	8
7749	F	5c	31	5c	31	0
7756	F	4a	29	4c	25	4
7932	F	7b	45	6c	37	8
7766	F	6a	41	5b	33	8
7874	F	5b	33	5c	31	2
7856	F	7b	45	6a	41	4
7863	F	6c	37	4a	29	8
7824	F	6a	41	5b	33	8
7827	F	4a	29	4c	25	4

7785	F	5a	35	5c	31	4
7788	F	6c	37	4b	27	10
7868	F	6c	37	4a	29	8
7861	F	6c	37	5c	31	6
7754	F	6c	37	5b	33	4
7818	F	5a	35	4a	29	6
7795	F	6c	37	4a	29	8
7760	F	6c	37	4a	29	8
7777	F	6a	41	6b	39	2
7772	F	6a	41	5b	33	8
7853	F	6c	37	4b	27	10
8275	F	6c	37	N	0	
7980	F	6a	41	6c	37	4
7826	F	5a	35	5c	31	4
7791	F	6c	37	4a	29	8
7819	F	7b	45	5a	35	10
7993	F	6a	41	N	0	
7753	F	6a	41	5b	33	8
7842	F	6c	37	4a	29	8
7852	F	6c	37	4b	27	10
7808	F	6a	41	5b	33	8
7821	F	6b	39	5b	33	6
7828	F	6b	39	6c	37	2
7844	F	7c	43	5a	35	8
7738	F	5c	31	4c	25	6
	T		35.3		25.4	6.86
	F		37		28.6	6.34
	ALL		36.7		28	

Appendix 9e – 2015 Year 9 English Progress

Students Subject View for English						
KS3 16/17 Assessments - Yr. 9 Progress May Report - Last Published: 20/05/2015 11:28:30						
Student ID	PPI	Level	Level Pts	KS2 Level	KS2 Pts	KS3 Pts - KS2 Pts
7460	T	6c	37	5c	31	6
7492	T	6a	41	5c	31	10
7549	T	5c	31	4c	25	6
7546	T	6b	39	4b	27	12
7474	T	5a	35	4c	25	10
7469	T	6a	41	5c	31	10
7496	T	7c	43	4a	29	14
7535	T	4a	29	4a	29	0
7514	T	6b	39	4a	29	10
7499	T	5a	35	4b	27	8
7718	T	6a	41	N	0	
7466	T	6b	39	4a	29	10
7472	T	6c	37	5c	31	6
7478	T	6a	41	5b	33	8
7986	T	5b	33	N	0	
7550	T	5a	35	3a	23	12
7494	T	6b	39	4a	29	10
7462	T	6a	41	5c	31	10
7553	T	4a	29	4c	25	4
7515	T	5b	33	4b	27	6
7464	T	5b	33	N	0	
7521	T	6c	37	4c	25	12
7573	T	5a	35	4a	29	6
7542	T	6a	41	4b	27	14
7587	T	4a	29	3b	21	8
7476	T	6c	37	4c	25	12
7579	F	7c	43	5b	33	10
7605	F	7c	43	4b	27	16
7562	F	5a	35	4a	29	6
7498	F	7c	43	5b	33	10
7505	F	6b	39	3c	19	20
7711	F	6c	37	5c	31	6
7543	F	6c	37	3a	23	14
7568	F	6a	41	5c	31	10
7471	F	7a	47	5b	33	14
7516	F	6c	37	4a	29	8

7522	F	6a	41	5c	31	10
7596	F	6a	41	4a	29	12
7537	F	6a	41	4a	29	12
7590	F	5a	35	4b	27	8
7477	F	7c	43	N	0	43
7484	F	6a	41	5c	31	10
7528	F	6a	41	4a	29	12
7582	F	7c	43	4a	29	14
7608	F	6b	39	4b	27	12
7985	F	6b	39	N	0	
7501	F	5b	33	4c	25	8
7565	F	6a	41	4a	29	12
7558	F	6c	37	4c	25	12
7593	F	5b	33	4b	27	6
7999	F	6c	37	N	0	
7540	F	6b	39	4a	29	10
7495	F	6a	41	4a	29	12
7519	F	5b	33	4c	25	8
7571	F	7c	43	5b	33	10
7525	F	7c	43	4b	27	16
7585	F	6c	37	4a	29	8
7481	F	6a	41	5c	31	10
7511	F	6b	39	4b	27	12
7603	F	6c	37	4b	27	10
7552	F	6a	41	5c	31	10
7559	F	6a	41	5c	31	10
7609	F	7c	43	5c	31	12
8253	F	6a	41	N	0	
7566	F	5c	31	4c	25	6
7490	F	7c	43	5a	35	8
7541	F	6b	39	4b	27	12
7520	F	7c	43	5c	31	12
7475	F	7c	43	5c	31	12
7574	F	6a	41	4b	27	14
7586	F	7c	43	4a	29	14
7556	F	7b	45	5c	31	14
7580	F	6c	37	4c	25	12
7606	F	7c	43	5c	31	12
8267	F	6a	41	N	0	
7563	F	7c	43	5b	33	10
7508	F	6a	41	5c	31	10
7517	F	6b	39	4c	25	14
7599	F	7c	43	5c	31	12
7493	F	5c	31	3a	23	8

7544	F	6c	37	3a	23	14
7523	F	4b	27	4c	25	2
7487	F	6a	41	5c	31	10
7538	F	6b	39	4a	29	10
7577	F	7c	43	5c	31	12
7531	F	5a	35	4b	27	8
7583	F	5a	35	4c	25	10
7581	F	6b	39	4a	29	10
7607	F	6a	41	5b	33	8
7600	F	6b	39	5b	33	6
7502	F	6b	39	4a	29	10
7509	F	7c	43	5c	31	12
7557	F	6b	39	4b	27	12
7594	F	4c	25	2b	15	10
8251	F	4a	29	N	0	
7572	F	7c	43	5b	33	10
7547	F	6a	41	5c	31	10
7467	F	6b	39	4a	29	10
7518	F	6c	37	4a	29	8
7488	F	6b	39	4a	29	10
7526	F	6a	41	5b	33	8
7539	F	6c	37	4a	29	8
7473	F	6a	41	4a	29	12
7578	F	6b	39	5c	31	8
7532	F	6a	41	5c	31	10
7482	F	5a	35	4c	25	10
7512	F	7c	43	5a	35	8
7604	F	6b	39	4b	27	12
7561	F	6c	37	5c	31	6
7506	F	7c	43	5c	31	12
7569	F	7c	43	5b	33	10
7470	F	5c	31	4b	27	4
7491	F	6a	41	4b	27	14
7597	F	6a	41	4a	29	12
7575	F	6a	41	5c	31	10
7536	F	5a	35	4c	25	10
7591	F	7a	47	5c	31	16
7485	F	6a	41	5c	31	10
7529	F	6a	41	4b	27	14
7507	F	6b	39	5c	31	8
7483	F	6a	41	4b	27	14
7500	F	6c	37	4c	25	12
7513	F	4c	25	4c	25	0
7726	F	6c	37	4c	25	12

7548	F	5a	35	3b	21	14
7564	F	5c	31	4b	27	4
7554	F	5c	31	4c	25	6
7592	F	7c	43	5c	31	12
7598	F	5b	33	3b	21	12
7545	F	6a	41	4a	29	12
7570	F	6a	41	5c	31	10
7486	F	6b	39	4b	27	12
7524	F	6a	41	5c	31	10
7576	F	6a	41	4a	29	12
7584	F	5a	35	4a	29	6
7480	F	7c	43	5b	33	10
7530	F	6a	41	5b	33	8
7602	F	7c	43	5c	31	12
7551	F	7c	43	5a	35	8
7990	F	6a	41	5b	33	8
7503	F	4b	27	4c	25	2
7510	F	5a	35	3a	23	12
7610	F	7c	43	5b	33	10
7595	F	4a	29	3b	21	8
8252	F	6b	39	N	0	
7497	F	6a	41	5c	31	10
7567	F	6b	39	4a	29	10
7468	F	6b	39	5c	31	8
7527	F	6a	41	4b	27	14
7533	F	6b	39	4b	27	12
	T		36.5		24.6	8.87
	F		39		27.1	10.57
	ALL		38.5		26.7	

Appendix 9f – 2015 Year 9 Maths Progress

Students Subject View for Maths						
KS3 16/17 Assessments - Yr. 9 Progress May Report - Last Published: 20/05/2015 11:28:30						
Student ID	PPI	Level	Level Pts	KS2 Level	KS2 Pts	KS3 Pts - KS2 Pts
7460	T	6c	37	4a	29	8
7492	T	7b	45	5c	31	14
7549	T	5b	33	4b	27	6
7546	T	6c	37	4b	27	10
7474	T	5b	33	5c	31	2
7469	T	6b	39	5c	31	8
7496	T	8b	51	5a	35	16
7535	T	5a	35	4b	27	8
7514	T	6a	41	5c	31	10
7499	T	5a	35	4b	27	8
7718	T	6b	39	N	0	
7466	T	7a	47	5c	31	16
7472	T	6b	39	5c	31	8
7478	T	7b	45	5b	33	12
7986	T	5b	33	N	0	
7550	T	6c	37	4c	25	12
7494	T	5c	31	4c	25	6
7462	T	6b	39	4a	29	10
7553	T	5a	35	4a	29	6
7515	T	6c	37	5c	31	6
7464	T	5c	31	4c	25	6
7521	T	5a	35	5c	31	4
7573	T	6b	39	4a	29	10
7542	T	6b	39	4a	29	10
7587	T	5a	35	4b	27	8
7476	T	5c	31	3a	23	8
7579	F	7a	47	5a	35	12
7605	F	8c	49	5c	31	18
7562	F	5a	35	4c	25	10
7498	F	7b	45	5a	35	10
7505	F	6c	37	4c	25	12
7711	F	6c	37	4b	27	10
7543	F	5a	35	4c	25	10
7568	F	8c	49	5c	31	18
7471	F	6c	37	4b	27	10
7516	F	8c	49	5c	31	18

7522	F	7c	43	4a	29	14
7596	F	7a	47	4a	29	18
7537	F	6b	39	5b	33	6
7590	F	6b	39	4a	29	10
7477	F	7c	43	N	0	43
7484	F	6b	39	5b	33	6
7528	F	7b	45	5b	33	12
7582	F	8c	49	5a	35	14
7608	F	6a	41	5c	31	10
7985	F	7a	47	N	0	47
7501	F	6c	37	4b	27	10
7565	F	6c	37	5c	31	6
7558	F	5a	35	4a	29	6
7593	F	6c	37	4a	29	8
7999	F	5a	35	N	0	
7540	F	6a	41	5c	31	10
7495	F	7c	43	5b	33	10
7519	F	5a	35	5c	31	4
7571	F	7b	45	4a	29	16
7525	F	6b	39	4a	29	10
7585	F	7c	43	5c	31	12
7481	F	6a	41	4a	29	12
7511	F	5b	33	4b	27	6
7603	F	6a	41	4a	29	12
7552	F	7a	47	5b	33	14
7559	F	7b	45	5a	35	10
7609	F	8c	49	5a	35	14
8253	F	7a	47	N	0	47
7566	F	5c	31	4b	27	4
7490	F	6a	41	5b	33	8
7541	F	5b	33	3b	21	12
7520	F	8c	49	5b	33	16
7475	F	6a	41	5c	31	10
7574	F	5a	35	4b	27	8
7586	F	6b	39	4a	29	10
7556	F	7a	47	4a	29	18
7580	F	5a	35	4b	27	8
7606	F	6b	39	5c	31	8
8267	F	5c	31	N	0	
7563	F	8c	49	5a	35	14
7508	F	7a	47	5c	31	16
7517	F	6c	37	4c	25	12
7599	F	8b	51	5a	35	16
7493	F	5c	31	4c	25	6

7544	F	5c	31	3b	21	10
7523	F	5b	33	4c	25	8
7487	F	6a	41	5b	33	8
7538	F	8c	49	5c	31	18
7577	F	7b	45	5b	33	12
7531	F	6b	39	4a	29	10
7583	F	5a	35	4c	25	10
7581	F	6b	39	4a	29	10
7607	F	6b	39	4a	29	10
7600	F	7b	45	5b	33	12
7502	F	6c	37	5b	33	4
7509	F	7a	47	5b	33	14
7557	F	6a	41	5c	31	10
7594	F	5c	31	N	0	
8251	F	5b	33	N	0	
7572	F	8c	49	6c	37	12
7547	F	7c	43	5b	33	10
7467	F	6b	39	5a	35	4
7518	F	7a	47	5b	33	14
7488	F	7c	43	5c	31	12
7526	F	6b	39	5a	35	4
7539	F	6c	37	5b	33	4
7473	F	6a	41	5b	33	8
7578	F	7a	47	5c	31	16
7532	F	6b	39	4a	29	10
7482	F	6c	37	4b	27	10
7512	F	7a	47	5a	35	12
7604	F	6b	39	4b	27	12
7561	F	7b	45	5c	31	14
7506	F	7c	43	5b	33	10
7569	F	8c	49	5b	33	16
7470	F	5a	35	4b	27	8
7491	F	6c	37	4a	29	8
7597	F	6b	39	4a	29	10
7575	F	6a	41	5b	33	8
7536	F	5b	33	5c	31	2
7591	F	7b	45	5a	35	10
7485	F	6b	39	5c	31	8
7529	F	6a	41	4a	29	12
7507	F	6b	39	5c	31	8
7483	F	8c	49	5c	31	18
7500	F	7c	43	5c	31	12
7513	F	5c	31	3b	21	10
7726	F	5a	35	4c	25	10

7548	F	5c	31	3a	23	8
7564	F	5b	33	4b	27	6
7554	F	4a	29	4c	25	4
7592	F	8c	49	5b	33	16
7598	F	5a	35	5c	31	4
7545	F	7c	43	5b	33	10
7570	F	6c	37	4b	27	10
7486	F	6a	41	5b	33	8
7524	F	8c	49	5b	33	16
7576	F	5b	33	4a	29	4
7584	F	8c	49	5b	33	16
7480	F	7b	45	5b	33	12
7530	F	6a	41	5b	33	8
7602	F	7c	43	5c	31	12
7551	F	7b	45	5a	35	10
7990	F	6c	37	4b	27	10
7503	F	6c	37	3a	23	14
7510	F	5a	35	4c	25	10
7610	F	6b	39	5c	31	8
7595	F	5b	33	4b	27	6
8252	F	6c	37	N	0	
7497	F	7b	45	5b	33	12
7567	F	6b	39	4a	29	10
7468	F	7b	45	5c	31	14
7527	F	7a	47	5c	31	16
7533	F	6c	37	5c	31	6
	T		37.6		26.7	8.83
	F		40.5		28.2	11.42
	ALL		40		28	

Appendix 10a – Independent t-test 2015 Year 7 English

P value and statistical significance:

The two-tailed P value equals 0.1603

By conventional criteria, this difference is considered to be not statistically significant.

Confidence interval:

The mean of Group One minus Group Two equals -1.338

95% confidence interval of this difference: From -3.211 to 0.536

Intermediate values used in calculations:

$t = 1.4111$

$df = 148$

standard error of difference = 0.948

Review your data:

Group	Group One	Group Two
Mean	3.073	4.410
SD	2.369	5.288
SEM	0.412	0.489
N	33	117

Appendix 10b – Independent t-test 2015 Year 7 Maths

P value and statistical significance:

The two-tailed P value equals 0.1275

By conventional criteria, this difference is considered to be not statistically significant.

Confidence interval:

The mean of Group One minus Group Two equals -1.544

95% confidence interval of this difference: From -3.535 to 0.447

Intermediate values used in calculations:

$t = 1.5324$

$df = 149$

standard error of difference = 1.007

Review your data:

Group	Group One	Group Two
Mean	2.770	4.314
SD	2.656	5.604
SEM	0.462	0.516
N	33	118

Appendix 10c – Independent t-test 2015 Year 8 English

P value and statistical significance:

The two-tailed P value equals 0.9624

By conventional criteria, this difference is considered to be not statistically significant.

Confidence interval:

The mean of Group One minus Group Two equals -0.03

95% confidence interval of this difference: From -1.25 to 1.20

Intermediate values used in calculations:

$t = 0.0472$

$df = 137$

standard error of difference = 0.619

Review your data:

Group PPG Non-PPG

Mean	8.61	8.64
------	------	------

SD	3.38	2.57
----	------	------

SEM	0.70	0.24
-----	------	------

N	23	116
---	----	-----

Appendix 10d – Independent t-test 2015 Year 8 Maths

P value and statistical significance:

The two-tailed P value equals 0.4171

By conventional criteria, this difference is considered to be not statistically significant.

Confidence interval:

The mean of Group One minus Group Two equals 0.51

95% confidence interval of this difference: From -0.73 to 1.76

Intermediate values used in calculations:

$t = 0.8140$

$df = 135$

standard error of difference = 0.629

Review your data:

Group PPG Non-PPG

Mean	6.86	6.34
------	------	------

SD	2.41	2.69
----	------	------

SEM	0.53	0.25
-----	------	------

N	21	116
---	----	-----

Appendix 10e – Independent t-test 2015 Year 9 English

P value and statistical significance:

The two-tailed P value equals 0.0721

By conventional criteria, this difference is considered to be not statistically significant.

Confidence interval:

The mean of Group One minus Group Two equals -1.70

95% confidence interval of this difference: From -3.55 to 0.15

Intermediate values used in calculations:

$t = 1.8122$

$df = 139$

standard error of difference = 0.937

Review your data:

Group	PPG	Non-PPG
-------	-----	---------

Mean	8.87	10.57
------	------	-------

SD	3.35	4.24
----	------	------

SEM	0.70	0.39
-----	------	------

N	23	118
---	----	-----

Appendix 10f – Independent t-test 2015 Year 9 Maths

P value and statistical significance:

The two-tailed P value equals 0.0663

By conventional criteria, this difference is considered to be not quite statistically significant.

Confidence interval:

The mean of Group One minus Group Two equals -2.59

95% confidence interval of this difference: From -5.35 to 0.18

Intermediate values used in calculations:

$t = 1.8506$

$df = 141$

standard error of difference = 1.398

Review your data:

Group	PPG	Non-PPG
-------	-----	---------

Mean	8.83	11.42
------	------	-------

SD	3.43	6.66
----	------	------

SEM	0.70	0.61
-----	------	------

N	24	119
---	----	-----

Appendix 11 - Value for Money statement 2013-14

At St Matthew's High School¹⁶, we take very seriously the need to support all students to achieve well and have developed a range of strategies to ensure our students succeed. The table shows the amount of Pupil Premium Grant (PPG) received by the school over the last three years.

	2011 - 2012	2012 - 2013	Estimated 2013 – 2014
Amount of PPG received	£27,950	£64,800	£120,600

During 2012-2013, the PPG funding was used in the following ways to support vulnerable students with some idea of the impact seen:

1. 1:1 tuition in English, Science and Geography to support underachieving students, including those looked after by the Local Authority

Impact: 50% of LAC students in receipt of PPG funding achieved English and Maths GCSE

2. Homework Club run every day in CR2 to support students with homework.
Extra-curricular clubs – development of a lunchtime and after school programme allowing pupils to build their self-esteem in a caring and supportive environment

Impact: 94% students in receipt of PPG funding had 85% or above attendance rates for 2012/2013

3. Financial support for curriculum linked educational visits

¹⁶ Named changed for ethical reasons

Impact: 100% of students in receipt of PPG were able to take part in curriculum linked trips if they wished and therefore had an experience of learning outside the classroom

4. Revision sessions run for core subjects to boost attainment during holidays and weekends. Extended days after school run by Pupil Progress Mentors and LSA's - open every day for an hour to support students to complete their work

Impact: To be monitored more carefully next year to enable reporting of PPG students attendance at these sessions and therefore measure the impact on achievement and progress

5. Series of Study Skills workshops for parents to facilitate support for students at home

Impact: Parents of students in receipt of PPG to be specifically asked to attend in 2013/2014 so that feedback on impact can be gathered. Parental attendance at various evenings has been recorded and analysed to improve attendance in 2013-2014.

6. Provision of equipment and resources including laptops, computers and printers
7. Continued training of Peer Mentors with a new cohort of students to support the transition programme from Year 6 into Year 7

Impact: Attendance of Year 7 students in receipt of PPG was 95.75% for 2012/2013 which was better than the year group as a whole

8. The remodelling of the Learning Support Department to increase pupil access to the both Lexia Reading, a new phonics led computer programme based personalised learning for KS3 and Success Maker.

Impact: Reading ages of all PPG students are improving and greater intervention and tracking is due to take place in 2013-2014.

9. Two further Pupil Support Mentors have been appointed to the team in order to continue the improved monitoring and tracking of vulnerable students and further develop bespoke support strategies

Impact: New Pupil Support Centre created to enable delivery of behaviour support strategies as alternatives to exclusion.

10. Use of Creative Relaxation Programme to support students who suffer with anxiety which has consequences for their performance

Impact: Students reported a benefit of this programme but a need for dealing with anxiety more generally was identified in the review of this strategy and for this year an additional day of counselling has been purchased instead.

During 2013-2014, the following strategies are being put in place to support vulnerable students using the Pupil Premium:

- a) Whole school improvement in teaching and learning with a specific long term training focus on differentiation in the classroom in response to students work. Additional whole school responsibility for Teaching and Learning Leader to act as a coach and co-ordinate teachers CPD programme

- b) Aspirational projects – career, work related learning and university
- c) An increased team of Learning Support Assistants, assigned to Pupil Support Hubs, to support pupils of a specific year group across a range of subjects
- d) Establishing the Progress Curriculum Pathway at KS4 and development of the continuation of this pathway into KS3 and KS5
- e) Remodelling of the Library to increase access and encourage use of support materials for study KS3 – KS5
- f) Be The Best You Can Be – a 2012 Legacy project aimed at Year 8 to raise aspirations
- g) Increased number of subject specific study skills workshops including English and Maths to help support parents at home with extended learning
- h) Our best teachers in English and Maths deployed to support small group teaching of students, including those looked after by the Local Authority
- i) Study Club run every day in CR2 to support students with their extended learning
- j) Extra-curricular clubs – development of a lunchtime and after school programme allowing pupils to build their self-esteem in a caring and supportive environment
- k) Financial support for curriculum linked educational visits
- l) Revision sessions run for core subjects to boost attainment during holidays and weekends
- m) Extended days after school run by Pupil Progress Mentors and LSA's - open every day after school to support students to complete their work

- n) Continued training of Peer Mentors with a new cohort of students to support the transition programme for Year 7 students

Appendix 12 - Value for Money statement 2014-15

At St Matthew's High School¹⁷, we encourage all parents and carers to ensure that staff at our school know whether their child is entitled to Free School Meals or has a parent who is a member of the armed services. We take very seriously the need to support all students to achieve well and have developed a range of strategies to ensure our students succeed. The table shows the amount of Pupil Premium Grant (PPG) received by the school over the last three years.

	2012 - 2013	2013 - 2014	Estimated 2014-2015
Amount of PPG received	£64,800	£103,900	£123,239

During 2013-2014, the PPG was used in the following ways to support vulnerable students with some idea of the impact seen:

1. Increased number of subject specific study skills workshops including English and Maths to help support parents at home with extended learning
2. Our best teachers in English and Maths deployed to support small group teaching of students, including those looked after by the Local Authority
3. Revision sessions run for core subjects to boost attainment during holidays and weekends

IMPACT: 52% of students in receipt of PPG funding achieved GCSE A* - C in English and Maths compared to 61% non-PPG students. This is a gap of 9% which has closed from a gap of 28% 2013-2014.

¹⁷ Names changed for ethical reasons

30% of students in receipt of PPG funding achieved better than expected levels of progress in English at the end of KS4 compared to 25% of non-PPG students.

26% of students in receipt of PPG funding achieved better than expected levels of progress in Maths at the end of KS4 compared to 31% of non-PPG students.

4. Whole school improvement in teaching and learning with a specific long term training focus on assessment and feedback in response to parent and student feedback. Additional whole school responsibility for Teaching and Learning Leader to act as a coach and co-ordinate teachers CPD programme

IMPACT: 100% staff completed training on differentiation. Development of a coaching programme which eradicates teaching that is less than good.

FTE have fallen for all groups including PPG students. Students in receipt of PPG funding account for only 28% of all days FTE last year.

5. Be The Best You Can Be – a 2012 Legacy project aimed at Year 8 and Aspirational projects – developing Careers programme KS3 – KS5

IMPACT: Improved awareness of students who attract the PPG funding to engage and aspire to further education through use of, for example, Barclays LifeSkills online programme and Fast Tomato with Year 9, Career Academy developing into second year for Year 12 students and continuation of the Be The Best You Can Be project for Year 8 into 2014/5.

6. An increased team of Learning Support Assistants, assigned to Pupil Support Hubs, to support pupils of a specific year group across a range of subjects

IMPACT: Improved monitoring and use of data by all staff to ensure progress is made. The significant majority of students who attract Pupil Premium funding in Key Stage 3 have met their target levels and performed in line with their peers.

7. Establishing the Progress Curriculum Pathway at KS4 and development of the continuation of this pathway into KS3 and KS5

IMPACT: Increased number of students who attract Pupil Premium funding staying on into the Sixth Form

8. Study Club run every day at lunch time in a computer room to support students with their extended learning
9. Extended days after school run by Pupil Progress Mentors and LSA's - open every day after school to support students to complete their work

IMPACT: 4 % of students in receipt of PPG funding had a detention for not completing extended learning tasks in comparison with 15 % of non-PPG students.

10. Extra-curricular clubs – development of a lunchtime and after school programme allowing pupils to build their self-esteem in a caring and supportive environment

IMPACT: Students in receipt of PPG funding have good levels of attendance 2013/2014, similar to that of non-PPG students.

11. Financial support for curriculum linked educational visits

IMPACT: 100% of students in receipt of PPG funding were able to take part in curriculum linked trips if they wished and therefore had an experience of learning outside the classroom.

12. Continued training of Peer Mentors with a new cohort of students to support the transition programme for Year 7 students

13. Summer school for Year 6 students to support the transition programme (additional funding used too)

IMPACT: Improved transition for new Year 7 students and parents evidenced in feedback questionnaires with students and parents.

During 2014-2015, the following strategies are being put in place to support vulnerable students using the Pupil Premium:

- a) Small group teaching in English and Maths Years 7 – 11 to support all students in receipt of PPG, including those children looked after by a Local Authority
- b) Access to the Brilliant Club and Children's University for 'more able' students
- c) Continued financial support for curriculum linked educational visits
- d) Revision sessions run for core subjects to boost attainment during holidays and weekends

- e) Extended day Study Club run by Pupil Support Mentors and LSA's - open every day to support students to complete their work
- f) Improved use of Parents Evenings to engage parents of PPG students
- g) Provision of equipment and resources to support Accelerated Reading Programme in Year 7 and 8
- h) Increase pupil access to the Literacy and Numeracy interventions using computer programmes based on personalised learning for KS3 within English and Maths lessons.
- i) Improved transport support for students in Year 7 and 8 travelling by train.
- j) Continue to develop the Be The Best You Can Be – a 2012 Legacy project aimed at Year 8
- k) Aspirational projects – links with the RSC and employers to encourage STEM subjects
- l) Summer school to support the transition programme from Year 6 into Year 7
- m) Continued re-modelling of the Pupil Support Centre with full time staffing to support students across year groups in accessing school and the curriculum

Appendix 13 – T - test critical values table

Degrees of freedom	Significance level					
	20% (0.20)	10% (0.10)	5% (0.05)	2% (0.02)	1% (0.01)	0.1% (0.001)
1	3.078	6.314	12.706	31.821	63.657	636.619
2	1.886	2.920	4.303	6.965	9.925	31.598
3	1.638	2.353	3.182	4.541	5.841	12.941
4	1.533	2.132	2.776	3.747	4.604	8.610
5	1.476	2.015	2.571	3.365	4.032	6.859
6	1.440	1.943	2.447	3.143	3.707	5.959
7	1.415	1.895	2.365	2.998	3.499	5.405
8	1.397	1.860	2.306	2.896	3.355	5.041
9	1.383	1.833	2.262	2.821	3.250	4.781
10	1.372	1.812	2.228	2.764	3.169	4.587
11	1.363	1.796	2.201	2.718	3.106	4.437
12	1.356	1.782	2.179	2.681	3.055	4.318
13	1.350	1.771	2.160	2.650	3.012	4.221
14	1.345	1.761	2.145	2.624	2.977	4.140
15	1.341	1.753	2.131	2.602	2.947	4.073
16	1.337	1.746	2.120	2.583	2.921	4.015
17	1.333	1.740	2.110	2.567	2.898	3.965
18	1.330	1.734	2.101	2.552	2.878	3.922
19	1.328	1.729	2.093	2.539	2.861	3.883
20	1.325	1.725	2.086	2.528	2.845	3.850
21	1.323	1.721	2.080	2.518	2.831	3.819
22	1.321	1.717	2.074	2.508	2.819	3.792
23	1.319	1.714	2.069	2.500	2.807	3.767
24	1.318	1.711	2.064	2.492	2.797	3.745
25	1.316	1.708	2.060	2.485	2.787	3.725
26	1.315	1.706	2.056	2.479	2.779	3.707
27	1.314	1.703	2.052	2.473	2.771	3.690
28	1.313	1.701	2.048	2.467	2.763	3.674
29	1.311	1.699	2.043	2.462	2.756	3.659
30	1.310	1.697	2.042	2.457	2.750	3.646
40	1.303	1.684	2.021	2.423	2.704	3.551
60	1.296	1.671	2.000	2.390	2.660	3.460
120	1.289	1.658	1.980	2.158	2.617	3.373
∞	1.282	1.645	1.960	2.326	2.576	3.291